DOCUMENT RESUME

ED 266 332 CE 043 689

TITLE	University Extension and Community Outreach. Courier No. 35.
INSTITUTION	Asian - South Pacific Bureau of Adult Education.
PUB DATE	Dec 85
NOTE	75p.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141) -- Collected Works - Conference Proceedings (021)
JOURNAL CIT	ASPBAE Courier; n35 Dec 1985
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Access to Education; Adult Education; Community Development; Continuing Education; *Developing Nations; *Economic Development; *Extension Education; Foreign Countries; Higher Education; Open Universities; *Outreach Programs; *Rural Development; Universities
IDENTIFIERS	*Asia (Southeast); Malaysia; Singapore; Thailand

ABSTRACT

This issue presents papers that were presented at an Association of Southeast Asian Nations (ASEAN) seminar on university extension and community outreach. They give an overview of the philosophy and work of extension departments in some of the universities of Malaysia, Thailand, and Singapore. "University Extension and Community Service in Malaysia" (Saidin Teh, et al.) discusses extension and community service activities that have been and will continue to be undertaken by four universities. "The Role and Efforts of Prince of Songkla University in Community and Rural Development" (Chamnarn Pratoomsindh) describes the design and improvement of educational programs and projects directed toward the development of the Southern Thailand region. "Ramkhamhaeng University: Experiences in Extension Programmes" (Pat Noisaengsri, Usa Korntaptim) provides an overview of the university's programs in general and distance/extension education in particular. The paper, "Sukhothai Thammathirat Open University: Thailand" (Wichit Srisa-an), which was not presented at the seminar, is included because it provides an example of the innovative developments taking place in the area of widening access to universities in the region. Other papers that give overviews of extension programs in universities are "Chulalongkorn University: Experiences in Extension Programmes" (Phiphat Thiarry), "National University of Singapore: Experiences in Extension Programmes" (Lim Hoy Pick), and "Kasetsart University Experiences in Extension Programmes for the Development of Small Farmers and the Public" (Tatchai Sansingkeo). "Present Status and Prospects for the Future of University Extension Management in Developing Countries" (Sulaiman Hj. Mohd. Yassin) focuses on the topics named within the context of national development. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED266332

ASIAN SOUTH PACIFIC
BUREAU OF
ADULT EDUCATION

University Extension and Community Outreach

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Heslop

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

COURIER NO. 35

DECEMBER 1985

CE043689

ASIAN-SOUTH PACIFIC BUREAU OF ADULT EDUCATION

ASPBAE REGIONAL OFFICES

Region 1 (S. Asia)

Dr A.T. Ariyaratne,
Chairman,
C/- Sarvodaya,
Damsak Mandira,
98 Rawatawatte Road,
Moratuwa. Sri Lanka

Region 2 (China)

Contact Person:

Director,
Department of Adult Education,
Ministry of Education,
Beijing. P.R. China

Region 3 (S.E. Asia)

Mr Lim Hoy Pick,
Chairman,
13 Dalvey Estate,
Singapore 1025
Republic of Singapore

Region 4 (Pacific)

Contact Person:

Dr P. Schoeffel,
Continuing Education,
University of the South Pacific,
P.O. Box 1168, Suva. Fiji

SECRETARIAT

Dr W.M.K. Wijetunga,
Secretary-General,
30/63A Longden Place,
Colombo 7. Sri Lanka

ASPBAE COURIER

Mrs Yvonne Heslop,
Editor, ASPBAE Courier,
GPO Box 1225,
Canberra, 2601, Australia

ISSN No. 0 814-3811

ASPBAE is associated with the International Council for Adult Education (ICAE)

The ASPBAE Courier is produced at the Centre for Continuing Education, Australian National University, Canberra, Australia.

ASPBAE Courier Service is produced three times a year in April, July and December.

Opinions expressed in the Courier are not necessarily those of the Editorial Board or Members of the Asian-South Pacific Bureau of Adult Education.

All material contained in the Courier, unless otherwise stated, may be freely reprinted or reproduced to promote the free-flow of information and discussion. A copy of any reprint would be appreciated.

EDITORIAL BOARD

Mrs Yvonne Heslop, Editor
Dr Chris Duke
Ms Wendy Benson
Dr Elizabeth Sommerlad
Ms Helen Hill

SUBSCRIPTION AND MEMBERSHIP INFORMATION

Individuals and Institutions are welcome to join ASPBAE. The following rates apply:

ASPBAE Countries: (Asia and the Pacific):	*Individual:*	*$10.00US p.a.*
	Institutional:	*$40.00US p.a.*
Other Countries:	*Individual:*	*$20.00US p.a.*
	Institutional:	*$60.00US p.a.*

Please send cheques to: "Asian South Pacific Bureau of Adult Education"
G.P.O. Box 1225,
Canberra, 2601, Australia

BEST COPY AVAILABLE

CONTENTS

	Page No.
INTRODUCTION	1
UNIVERSITY EXTENSION AND COMMUNITY SERVICE IN MALAYSIA Saidin Teh Md Salleh Hj Hassan Mohd. Hanim Mohd. Tahir Nor Azizah Mohd. Salleh	2
THE ROLE AND EFFORTS OF PRINCE OF SONGKLA UNIVERSITY IN COMMUNITY AND RURAL DEVELOPMENT Chamnarn Pratoomsindh	10
RAMKHAMHAENG UNIVERSITY: EXPERIENCES IN EXTENSION PROGRAMMES Pat Noisaengsri Usa Korntaptim	15
SUKHOTHAI THAMMATHIRAT OPEN UNIVERSITY: THAILAND Wichit Srisa-an	18
CHULALONGKORN UNIVERSITY: EXPERIENCES IN EXTENSION PROGRAMMES Phiphat Thiarry	21
NATIONAL UNIVERSITY OF SINGAPORE: EXPERIENCES IN EXTENSION PROGRAMMES Lim Hoy Pick	24
KASETSART UNIVERSITY EXPERIENCES IN EXTENSION PROGRAMMES FOR THE DEVELOPMENT OF SMALL FARMERS AND THE PUBLIC Tatchai Sansingkeo	27
PRESENT STATUS AND PROSPECTS FOR THE FUTURE OF UNIVERSITY EXTENSION MANAGEMENT IN DEVELOPING COUNTRIES Sulaiman Hj. Mohd. Yassin	32

Cover Photo: FAO Photo by F. Botts

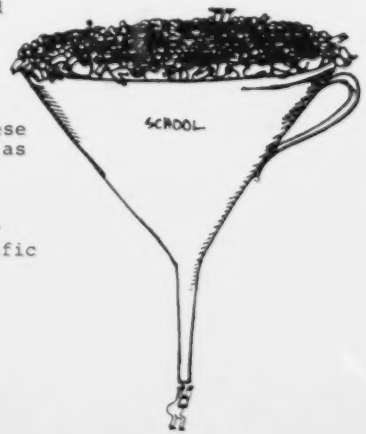
INTRODUCTION

All but one of the following papers were presented at an ASEAN Seminar on University Extension and Community Outreach organized jointly by the Prince of Songkla University, Thailand, and the Universiti Pertanian, Malaysia, from 6-10 June 1983. The seminar was held in Hatyai, Thailand, and Serdang, Malaysia.

One paper, by Dr Wichit Srisa-an, on the Sukhothai Thammathirat Open University, Thailand, was not presented at the above seminar but is extracted from the RIHED Bulletin and included because it provides another interesting example of the innovative developments taking place in the area of widening access to Universities in this region.

The papers included herewith give an overview of the philosophy and work of extension departments in some of the universities of Malaysia, Thailand and Singapore. They do not therefore represent a broad cross section of what is happening with regard to extension activities of institutions of higher learning in Asia but do provide a picture of how these universities are approaching the needs of their respective communities.

All the papers make a strong case for universities to open their doors more widely than to traditional degree students, e.g. school leavers studying on campus, and stress the need for a commitment to assist in productive social change and community service.



If other extension departments in the region would like to provide information about what they are currently doing these articles could be included in a later issue of the Courier as a supplement to this issue.

If you would like to send an article on this subject or any other which you feel would be of interest to Asian and Pacific adult/nonformal educators please write to:

Mrs Yvonne Heslop,
Editor, ASPBAE Courier,
GPO Box 1225,
Canberra, 2601, Australia

* * * * * * *

UNIVERSITY EXTENSION AND COMMUNITY SERVICE IN MALAYSIA

Saidin Teh
Md Salleh Hj Hassan
Mohd. Hanim Mohd. Tahir
Nor Azizah Modh. Salleh

INTRODUCTION

A university is a centre for the generation, advancement and utilisation of knowledge, skill and attitude through scholarship, research and service. It is a dynamic instrument of change in a society, and as such it is bound consciously and constructively to relate its activities to national development by being responsible to national and specific community needs.

The purpose of this paper is to submit for discussion those extension and community service activities that have been done and will continue to be undertaken by four Univerities in Malaysia, namely Universiti Pertanian Malaysia (University of Agriculture, Malaysia), Universiti Kebangsaan Malaysia (National University of Malaysia), Universiti Sains Malaysia (University of Science, Malaysia) and Universiti Teknologi Malaysia (University of Technology, Malaysia). Three basic assumptions of this paper are (1) that the pursuit of knowledge in these universities is for the service of the Malaysian society; (2) that community development is an important contributing feature for the prolonged existence of an affluent and progressive Malaysian community and that the universities' involvement in any form, ways or means will make a difference to that community; and (3) that the extent of the universities' participation depends greatly on several associated external and internal factors. Sulaiman et al (1983), in a paper "Role of University in Extension and Rural Development", presented at a Regional Conference on Extension and Rural Development Strategies held at the Universiti Pertanian Malaysia Campus May 1983, detailed several external and internal factors that promote or limit the involvement of a university in extension and rural development endeavours. The external factors are those that deal with the situations or environments outside the university system and that will influence both the capability of the university system to perform its traditional mandated functions and the functions - including the community services and rural development -which it strives to perform. These factors can be categorically placed under five divisions namely public values, political expectations, research expectations, financial support and centralisation and management efficiency. Taken individually, these factors cannot ensure the success of the roles of university system, but they may prevent success in any particular role. The internal factors are those which act within the university itself, and they have to do with the distinguishing traits of the university and the individuals who share in the academic pursuits. These factors can be divided into six distinguishing elements, namely university philosophy, limits of public service options, leadership and internal coherence, trends of the country, enthusiasm of the academic staff, and techniques for accountability. These internal factors have been found to affect directly the effectiveness of the university extension and community service programmes.

In this paper, extension and community services refer to those activities that the universities have been offering as part of their contributions towards enhancing community and rural development, normally outside their usual obligatory academic roles of teaching and research, to individuals, communities and institutions outside their campuses either through direct university engagements or those of their students. The following section contains the descriptions of these services.

EXTENSION AND COMMUNITY SERVICES

A. Universiti Pertanian Malaysia (UPM)

Concept and Scope

According to its Incorporation Order of 1971, Universiti Pertanian Malaysia (UPM) is entrusted to provide extension service to the community besides providing and developing higher education in the fields of Agriculture, Forestry, Veterinary Sciences, Natural Sciences, Engineering Sciences, Food Technology, Social Sciences, Humanities and Education as well as providing for research. Extension activities at UPM embraces all activities outside the traditional teaching and research of the academic staff members. These activities are guided by the University's Extension Objectives. These Objectives are:

- to enable UPM to carry out its three functions - teaching, research and extension - simultaneously in accordance with the university Charter;
- to enable UPM to associate itself more closely with the rural people and all agencies related to agriculture development;
- to enable UPM to play a more important role in agricultural development of this country through its extension programmes conducted together with development agencies and farmers;
- to enable UPM to disseminate new research findings more effectively for development agents and farmers; and
- to enable UPM to update its inservice training programmes, among others, in the field of extension,

BEST COPY AVAILABLE

development communication, agriculture, veterinary medicine and animal science, fisheries, food technology, farm management, resource economics, and agricultural engineering.

To realize these objectives, the existing Extension and Community Outreach Programmes of UPM among others focus on the following service areas:

- Continuing Education Programme which includes short courses, seminars, workshops and inservice training;
- Projects conducted independently or in cooperation with other development agencies;
- Extension laboratory project;
- Advisory and consultancy services to various public and private agencies;
- Laboratory diagnostic services;
- Mobile clinic and animal health service.

The above services specifically included the following activities:

- Preparation, packaging and dissemination of useful information generated by research to end-users;
- Upgrading the effectiveness and performance of change agents and other development workers;
- Providing support services of subject matter specialists to development agencies, change agents and other relevant groups;
- Conducting action research relating to aspects and approaches for development and modernisation of the agricultural and its related sectors;
- Undertaking local verification trials of innovations generated by research institutions; and
- Promoting the extension function consistent with the research and teaching functions of the University in collaboration with relevant agencies and organisations dealing with social and economic development of the nation.

Organisation, Administration and Support System

In order to facilitate a systematic and sound approach to the extension function, a University level committee known as University Extension and Service Committee was established. The secretariat of the committee is located at the Centre for Extension and Continuing Education (CECE).

The University Extension and Service Committee comprises all Deans, Directors and Heads of Divisions of the University and two others who are appointed by the Senate for a term of two years. This Committee, chaired by the Vice-Chancellor with the Director of the Centre for Extension and Continuing Education as its secretary, is directly accountable to the University Senate.

Each faculty of the University has its own Extension Committee which plans, organises and conducts its own extension activities. Extension coordinators are appointed at both faculty and departmental level to oversee the implementation of the extension function. However, the coordination of University-wide activities is a task delegated to the Director of the Centre for Extension and Continuing Education through the Deputy Vice-Chancellor for Academic Affairs. Each Faculty is required to submit its extension activities report each year to the secretariat. The secretariat then compiles the report and produces an Annual Extension and Service Report of the University.

To implement the extension activities, the University has its own extension officers and subject-matter specialists. The subject-matter specialists are lecturers of the various faculties and departments of the University. The subject-matter specialists either carry out their extension activities through the Faculty Extension Committee or they respond to cases being referred to them by the secretariat. The extension officers are directly under the secretariat and they form the link between the clientele system and the University. They are supported in their work by the lecturers at the Centre for Extension and Continuing Education as well as lecturers from other faculties.

Major Extension and Community Programmes

The various activities carried out by the University Extension and Community Outreach Service can be classified as follows:

- Activity in the University Extension Area
- Extension Information Services

- Action Research Programme
- Consultancy of Extension Service Programme
- Advancement of Extension Service Programme
- Specialised Services - Mobile Animal Health Clinic, Plant Protection Clinic etc.
- Other related activities and services, eg. exhibitions and expositions.

Activity in the University Extension Area

UPM had adopted several villages in the States of Selangor and Negri Sembilan as the University Extension Area. The Extension Area served a dual purpose of students' extension practical and as a social laboratory whereby the University concentrates its effort and services in extension and community development.

In carrying out the extension activities in the extension area both the extension officers and subject-matter specialists work together to implement planned projects or solve the problems at the farm level whenever required. Normally the planning and organising of the activities are discussed and agreed upon by people involved such as community leaders, the farmers the development agencies staff operating in the area, the UPM extension agents, and sometimes those students who are doing their extension practicals.

The students are encouraged to develop their abilities to plan, implement and evaluate extension programmes with the farmers, farmwives, rural youths and children by utilising the skills and knowledge that they have acquired in the technical, extension and communication courses in the classrooms. Through these arrangements, the students gain practical experiences in the field. These constitute a valuable asset for them when they begin their employment. Listed below are the various activities (projects) that have been carried out to date in the extension villages.

- Poultry Rearing Project and Club
- Fish Rearing Project
- Cocoa Planting Project
- Model Village and Village Rehabilitation Project
- Rural Library
- Kindergarten Club
- Home Economics classes
- World Food Day (this was launched in one of the villages in the extension area this year)
- Farmers' Day.

The Farmers' Day is an annual affair of the University which forms the climax of extension activities in the UPM extension area. Various activities are planned for the farmers to observe and participate.

The farmers are invited from among the progressive farmers, local leaders, youth leaders and housewives. They are given full opportunities to interact with the subject-matter specialists through activities such as visits to a University farm or selected faculty, dialogues, and technical clinic sessions. It has been observed that the farmers have responded positively to the discussions and interactions with the subject-matter specialists especially on farm issues and specific technical problems they have encountered during their daily work on the farms.

Extension Information Service

On the basis that positive clientele behaviour is dependent on one's knowledge and understanding, UPM gives a heavy emphasis to systematic dissemination of information to the users. This dissemination system requires the active involvement of all relevant change agencies. In this project, UPM gives high priority to supplying information in forms that could easily be used by agents for development of small farmers. This project produces materials such as fact sheets, technical leaflets, bulletins, development news magazines, and audio-visual aids.

The Extension Information Service project comprises the following activities:

- Selection of extension information necessary for effective extension programmes geared to development of end-users and the nation;
- Assignment of tasks and topics to groups of writers;
- Publication and distribution of extension information;
- Provision of technical supervision and adaptation of materials to be published including classification and identification;
- Coordination in the publication and production of materials for extension work;
- Cooperating with the mass media through joint committees for information exchange.

Training and Continuing Education Programme

As an attempt to improve the capability of development workers and to achieve the national development goal, UPM extends its facilities and expertise to change agencies for the conduct of the following in-service courses:

- Courses in the form of specially designed module packages;
- Courses as requested by the agencies;
- Courses during semester breaks;
- On campus non-credit courses.

The courses are either conducted on or off-campus depending on the request of the agencies and availability of facilities in-campus and off-campus. They are designed to update knowledge and skills of extension workers in relevant technological fields including social sciences.

Recent trends have indicated that the demand for continuing education activities will continue to grow in the future. In 1980 for example the University conducted 30 courses and workshops involving about 900 participants. From 1981 to 1982 the University has conducted 91 courses involving 3481 participants. Furthermore, there has been a positive response from development agencies toward continuing education as indicated by their request to jointly establish with UPM task forces to ascertain training needs and to develop long-range training programmes and curricula.

Action Research Programme

Through the programme, UPM offers its services to the government and semi-government development agencies in the form of research and evaluation expertise. Among these are included: (1) advice on survey research studies to acquire knowledge with respect to certain social and economic problems to serve as the basis for effective planning for development; (2) advice or help in evaluation activities to test the utility and practicability of approaches or strategies for development work; (3) help to design evaluation activities to assess the progress and impact of extension development programmes in certain specific areas; and (4) help to change agencies in designing and implementation of certain research and evaluation projects. Included also in this programme are local testing of potentially useful ideas generated by the University to ensure that they are really beneficial to end-users and the nation.

Consultancy and Advisory

This programme attempts to make available the services of the pool of experts from the University to development agencies in the formulation and implementation of certain development programmes. Essentially, this service places UPM academic departments in direct consultative relationship with the development agencies and other interested organisations outside the campus. In the implementation of this technical expert service, the UPM Extension Service Committee appoints staff members as members of extension groups or specialists to backstop selected development programmes.

Advancement of Extension Service Programme

This programme attempts to promote extension work in this country. For this purpose, UPM (1) publishes materials in the form of modules and manuals which specifically look into problems and issues in extension work, for example ASEAN Modular Training for Trainers and Trainees in Extension; (2) organises extension seminars, conferences and workshops, for example a Non-Formal Education Workshop for Development Administrators and Implementors in the ASEAN region; (3) carries out studies of the various aspects of extension work in Malaysia, for example 'Training Needs of Personnel of Development Agencies in Peninsular Malaysia', and (4) publishes materials designed to develop a wider understanding of extension work and encourage communication between the agents, for example, and an extension magazine called 'Majalah Pengembangan' by CECE and 'Bulletin Maklumat Pertanian Malaysia' by the UPM Library.

Specialised Services

The specialised services provided by UPM to the public are:

- Pet Clinic and Veterinary Mobile Clinic operated by the Faculty of Veterinary Medicine and Animal Science;
- Plant Protection Clinic served by the Department of Plant Protection;
- Soil Analysis Service provided by the Soil Science Department; and
- Contents Page Service, Selection Dissemination of Information and Literature Search Service provided by the UPM library.

These extension and community service functions of the University directly benefit the public besides strengthening the University and community relationships. These services will be expanded to cover more specialised technical areas in the future.

Other Activities

There are other extension-related activities that the University has undertaken in the effort to disseminate information to the public. Notable among them are exhibitions and expositions as listed below:

- Annual Convocation Exposition
- Food Fair Exhibition
- World Food Day Exhibition
- World Environmental Day Exhibition
- Malaysian Rubber Smallholders Exhibition
- The University First Decade of Teaching Exhibition
- Book Exhibitions during International Seminars and Conferences.

B. Universiti Kebangsaan Malaysia (UKM)

Universiti Kebangsaam Malaysia, established 13 years ago, has been involved in the social and economic development of Malaysia through producing the necessary manpower for working in the urban and rural areas of the country. It has attempted to evolve dynamic and flexible curricula, that will provide opportunities for the students to be continuously in contact with their communities. Through research, both basic and applied, the University has developed knowledge for national development. Both the academic staff and the students alike have, directly or indirectly, contributed to the development of the country, particularly rural development, and their involvement has centred around various community and consultancy services.

This section attempts to highlight some of the programmes that have directly contributed to the well-being of the people in the community. The activities carried out by three divisional units, viz. The Medical Faculty, the Department of Students Affairs and the Bureau of Research and Consultancy, are described.

The Medical Faculty

The Faculty of Medicine conducts a number of activities that provide services to the community directly. One pilot project has been going on for the past three and a half years in the Sentul township, a suburban community in the capital city of Kuala Lumpur. The objectives of the project are:

- to improve the living condition of the community with emphasis on the health of the children;
- to create awareness among the people in the community about health problems and to help recommend means to overcome them more effectively.

The activities conducted at the community health centre are:

- medical check-up of children aged twelve years and below at no charge. The doctors working in the clinic are the volunteer physicians who have volunteered to serve the people at certain specific time schedules convenient to the community;
- home visits are being made by the medical students of the University to study the health situation of the family and to render medical and health advisory services;
- unsolved health problems of the community are being referred to General Hospital at Kuala Lumpur;
- research on problems related to family health is also carried out.

Along with Universiti Kebangsaan, other agencies have their share of contributions to the programme. For instance, KEMAS (Community Development Department) conducts sewing and cooking at the centre. The Civil Service International conducts a nursery-school for children aged three to five years. The Family Planning Board has activities related to family health and population education. The centre has a children's library and conducts tuition for students sitting for secondary school examinations.

To get the project started, it takes at least twelve agencies to finance the project initially. The Children Aid International continuously gives financial support while the University Kebangsaan Malaysia continuously sends sixth year medical students to work in the community. The centre owes its survival partly to the free services given by the physicians and workers who sacrifice some of their free time for community service. However, the centre needs to generate additional money to maintain the expanding programmes. The project is administered by a committee made up of people of the various agencies responsible for carrying out the programme as well as the community leaders.

In the Faculty of Medicine at UKM, the Department of Community Health in particular, with the cooperation of the various departments within the Faculty, has developed integrated programmes and activities for the medical students to enable them to gain deeper understanding of the problems of patients and to treat them not only in terms of dispensing of medicine but also in relation to the various facets of socio-economic, cultural and environmental constraints. The Department, which teaches third, fourth, fifth and sixth (final) year, has formulated the concept of comprehensive health care which cohesively links the individual, the family add the community with regard to their physical, social and emotional well-being. This concept is further classified into broad areas of the Public Health Approach (PHA) and the Social Medicine Approach. In the PHA, the health problems of the community are identified and related to the family and ultimately to the individual. This is done in the fifth-year clinical posting in a rural area of Tanjong Karang in the State of Selangor.

The area chosen has a high still-birth rate (12/1000), high infant mortality rate (33.74/100000), and a maternal mortality rate of 0.07/1000. The students are posted to the area for a period of five weeks under the supervision of lecturers and qualified medical officers. During the period, they are expected to learn and study the administrative structure of the rural district health centres and their ensuing problems as well as to receive training in the rural health unit, the sub-centre rural health unit, the mid-wife clinics, and the rural clinics.

Besides, these students are also 'adopted' by rural families for a certain period of time. Through this process they can become sensitised to the problems of the families and the community. More importantly, through their relationships and interactions they can help educate the community in the problems of health and nutrition and their relationship with the environment.

In the Social Medicine Approach, the patient is received, and then further action proceeds to the family and finally to the community. This is done in the Final Clinical posting in the Urban Area (Kuala Lumpur). Indeed, through the exposures to these two approaches of community health care, it is expected that the medical students will have a greater and better understanding of comprehensive health care in the community, thus ensuring that they will be better prepared doctors if and when they are posted to work in the rural areas.

The Department of Students Affairs

This division is responsible to the Deputy Vice-Chancellor Students Affairs. Through this division, the many students' organisations have directly participated in community services. Most of the activities are carried out during the vacation months of April and May. This is the only prime time when they can put their books aside and voluntarily offer their services for direct benefits to the community. For example, the Science Students' Organisation has been actively giving tuition classes to secondary school pupils sitting for government examinations, and the students from the Economic and Business Administration Faculties have organised themselves to give short-courses or advisory services to small-time businessmen all over the country. Other faculties also have their respective programmes related to their disciplines.

Besides these organisations, there are 13 students organisations that had been established according to the 13 States of Malaysia where the students originate. The students, on a voluntary basis, will go back to their respective States to conduct activities such as tuition classes, workshops, seminars, helping build the village facilities such as pathways and bridges, clearing of untended land, engaging in farming activities etc. The objectives of these programmes are:

- to maintain close linkage between the university students and the people, particularly the rural community;
- to obtain research data that can be useful to their classroom use, the State government, and for purposes of planning students activities relating to socio-economic needs of the community;
- to create awareness in rural people of the importance of integrated economic, social, educational and health development.

These student organisations have begun to offer their services to the community since 1976. Their financial supports are derived mainly from the State government and the allocated budget from the University. The projects are very much welcomed by the rural community after the people have seen for themselves the benefits that can be gained from having university students in their villages.

The shortcomings of the programmes are that many of the activities can only be carried out for short periods of one or two weeks, and that the programmes are somewhat discrete and discontinuous; this affects their effectiveness. Also, the limited time available to the students curtails the scope of activities to be implemented. However, by and large the students have managed to foster closer association and understanding between the University and the rural communities, particularly through their short stays in the homes of their adopted families during the programme periods.

In trying to instil more efficient, long-term and continuous services to the community, it has been proposed that an Adopted Village Project be carried out by Universiti Kebangsaan under the Student's Affair Division.

In this project, a socio-economically underdeveloped village will be chosen, and identification of the feasible community improvement programmes to meet the needs of the people will be planned and implemented. The project requires active participation of the village people, university students, academic staff, development agencies and State governments. Since the University has a vast pool of specialists from the various disciplines, the inputs of all faculties can certainly contribute to meaningful outcomes from the project.

The Bureau of Research and Consultancy

The Bureau, which was established in 1979, has rendered services to the country by accepting requests to conduct research and provide consultancy services to the government, semi-government and private agencies. Competent and qualified staff of the University handle commissioned projects and ensure its completion according to the time limit agreed upon. This full-time service is not aimed at making profit and is subjected to rules and regulations of the University. The fields of research it has concentrated on are: social-economic study; education, language, religion and culture; natural resources; and environmental studies.

An important research project that aims at improving the competency of the Bumiputra (Malays) in the field of business and industries is

BEST COPY AVAILABLE

now being carried out in the State of Negeri Sembilan. It is problem-solving research attempting to identify reasons for failures or underachievement of the businessmen in spite of various aids given by the government and other agencies. The Bureau will give recommendations to remedy the situation based on the findings of the research. At least 11 projects have been completed since 1979, and they have directly or indirectly benefited the community.

C. Universiti Sains Malaysia (USM)

Five major roles played by USM in the area of community service include the following:

- influencing rural development policy formulation;
- assisting rural development strategy and implementation;
- critical evaluation of rural development policy and strategy;
- manpower and training; and
- services to rural communities.

The first three roles are basically related to research and its associated activities and the others to manpower training and rural community service.

With respect to rural community service of USM, one can divide it into two categories, namely University-initiated programmes and student-initiated activities. The University-initiated programme is called "Bersama Desa" (with the Rural Community). The aim of this service is to widen the scope of academic training to include "real" education with the community. Since its inception, the project has chosen 23 villages in the northern States of Kedah and Perlis as "adopted villages". Most of these villages are underdeveloped and isolated. Since it is a two-way educational process both the students and the local villagers benefit from such a programme. For the students, it is a new experience, learning to be more sensitive to rural community needs and problems.

The project has benefitted the rural communities in several ways. As a result of students' activism in the villages, several otherwise defunct village youth clubs have been reactivated, and channels of communication between the villagers and related government agencies are established. Equally important is that the presence of University students has given inspiration to local children to work hard for better educational attainment.

Students themselves have also initiated and participated in several programmes which are related to the rural community, including community services, visits to several development agencies and projects throughout the country, and "Projek Saudara Angkat", or adopted friendship project. In the latter project, students host villagers at the University for three days during the mid-semester break, where they are exposed to university life and activities.

D. Universiti Teknologi Malaysia (UTM)

With respect to UTM community service in Malaysia, emphasis is given on consultancy work rather than actually performing the service. For example, in the development of KETENGAH (an Integrated Agriculture Development Project) in the state of Trengganu, many technologists from UTM were consulted. At times, the University is also consulted with respect to specific technical problems by other organisations or agencies. These are especially concentrated in the fields of town and district planning, architecture, property management, surveying and engineering.

In an attempt to strengthen and improve relationships with outside agencies, Yunit Penyelidikan dan Penyertaan Industri (Research and Industrial Participation Unit) was established. Consultancy work and research activities are channelled through this Unit.

Recommendations

Based on the activities in Extension and Community Service conducted by the Universities in Malaysia, the following steps can further strengthen future activities.

- All universities should provide field-based training opportunities for students so as to prepare and familiarise them with realistic perceptions of rural living and working conditions before they assume employment in Extension.
- University academic staff should be increasingly exposed to field experiences. In this connection academic staff should be assigned to the agencies to gain experience on the ground. Development agencies should be encouraged to receive university participation.
- Universities should be more involved in the monitoring and evaluation of development projects. In this connection agencies should be more open to external evaluators.
- Greater coordination between the Universities and the related agencies should be encouraged by having representatives from both organisations sitting on the respective policy-making committees.

- Universities should be actively involved in piloting, evaluating and conducting training in relation to extension and development strategies.

- Universities should generate and disseminate more of their research findings not only through publications but through personal discussions with various related agencies.

- All universities should have a body or a structural organisation to coordinate, implement and monitor extension and community outreach programmes.

- Universities should explore other areas and means whereby they could contribute and expand their outreach programmes.

Conclusion

Four universities in Malaysia, through various systems of arrangements, have offered a variety of extension and outreach services directly along their own line of technical concentrations, as part of their contributions to hasten the development process especially in the rural areas. Because they are university based and recognised by the university administration, definite commitmnts are seen both from the staff and from students. Their total contributions have helped to foster close association between the universities and various sectors involved. The participation of the University staff has assisted the upgrading of staff competencies in teaching and research by way of exposing them to real problems in the field, while the involvements of the students have helped them to prepare better for their future career and responsibilities.

References

Abdul Halin Hamid, and Ibrahim Mamat, 1983. 'University and Development'. A paper presented at ASAIHL Post-Bangkok Seminar on University and Rural Development, held at Universiti Pertanian Malaysia, Serdang, Selangor, Malaysia on February 26, 1983.

Awang Had Saaleh, and Abu Hassan Osman, 1983. 'Role of University Education in Rural Development: The Case of Universiti Kebangsaan Malaysia'. A paper presented at ASAIHL Post-Bangkok Seminar on University and Rural Development, held at Universiti Pertanian Malaysis, Serdang, Selangor, Malaysia on February 26, 1983.

Centre for Extension and Continuing Education, 1983. Annual Extension and Service Report of the Universiti Pertanian Malaysia, 1981-82. Universiti Pertanian Malaysia, Serdang, Selangor, Malaysia.

Centre for Extension and Continuing Education, 1983. Report of Regional Conference on Extension and Rural Development Strategies, organized by Ministry of Agriculture, NIPA and UPM, held at Universiti Pertanian Malaysia, Serdang, Selangor, Malaysia, May 16-20, 1983.

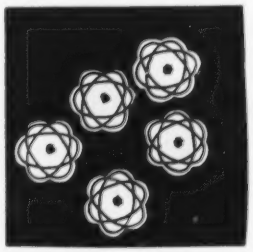
Mohd. Shukri Haji Abdullah, 1983. 'The Role of University Education in Rural Development: The Case of Universiti Sains Malaysia'. A paper presented at ASAIHL Post-Bangkok Seminar on University and Rural Development, hld at Universiti Pertanian Malaysia, Serdang, Selangor, Malaysia, on February 26, 1983.

Mohd. Zain Hj. Yusuf, 1983. 'Contribution of Universiti Teknologi Malaysia in Rural development'. A paper presented at ASAIHL Post-Bangkok Seminar on University and Rural Development, held at Universiti Pertanian Malaysia, Serdang, Selangor, Malaysia, on February 26, 1983.

Nayan Ariffin, Sulaiman Mohd. Yassin, and Alang Perang Zainuddin, 1982. 'Organizing for Community Development Technology Transfer and the Role of University'. A paper presented at ASAIHL National Seminar on Modern Technology in ASAIHL Universities, held at Universiti Sains Malaysia, Penang, Malaysia, October 16-17, 1981.

Sulaiman Mohd. Yassin, and Alang Perang Zainuddin, 1981. 'A Brief Development Report of Universiti Pertanian Malayaia's Extension Service'. A paper presented at Seminar-Workshop on The Articulation of the Extension Function of Agricultural Colleges and Universities in Asia, organized by SEARCA, Laguna, Philippines, November 16-27, 1981.

Sulaiman Mohd. Yassin, Saidin Teh, Ibrahim Mamat, and Robert Lee Bruce, 1983. 'Role of University in Extension and Rural Development'. A paper presented at Regional Conference on Extension and Rural Development Strategies, held at Universiti Pertanian Malaysia, Serdang, Selangor, Malaysia, May 16-20, 1983.



THE ROLE AND EFFORTS OF PRINCE OF SONGKLA UNIVERSITY IN COMMUNITY AND RURAL DEVELOPMENT

Chamnarn Pratoomsindh

INTRODUCTION

The role of the university in society is traditionally expressed in terms of commitment in teaching, research and extension service. Very often, the university role in extension service is more practice in community development and extends to regional planning and rural development. This is called the fourth dimension of the university, while the other three functions of the university are teaching, research and extension. These are considered Dimensions 1, 2 and 3 respectively.

The university contributes to community and rural development fully when it produces graduates to serve the man-power needs of development, or when it conducts research to increase agricultural efficiency and productivity. In like manner, the university plays its role in development when it provides extension service to extend the knowledge generated in classrooms and laboratories to the community. However rural development is rather practised in terms of an integrated approach, therefore a cooperative extension service is one of the main strategies of university involvement to serve its dimension 4 effectively.

According to the Fifth National Plan of Thailand, rural development has emerged as a major concern of the government. Resources and efforts have been distributed to provincial governmental agencies by which provincial government houses are the centres of coordination and command. The policy and mission of the government is very strong but the implementation and effective programmes of extension service are indeed rather weak in the areas of local leadership. Leadership training and development in village attitudes and skills are the prime concerns to attack the rural development issues.

Prince of Songkla University (PSU) was established by "Prince of Songkla University Decree" in 1968. This decree set the strong policy in Southern Thailand regional development and teaching for the development of national manpower. Hence, PSU has good opportunities in playing a role in University extension service and rural development along with the national plan and policy. For this purpose, it is necessary to relate the brief history of Prince of Songkla University as well as describe the design and improvement of educational programme and projects directed toward the development of the Southern Thailand region.

The University setting and establishment

Prince of Songkla University, first called the University of Southern Thailand was conceived in 1964. In 1965-1966, the government gave formal approval and it became Prince of Songkla University by decree in 1968. There are two campuses (Hat Yai and Pattani, and one Community College).

In 1982, Prince of Songkla University offered undergraduate programmes in the faculties of Engineering, Education, Science, Medicine, Humanities and Social Sciences, Management Science, Natural Resources, Pharmacy and Nursing, and one graduate programme for Master of Science in Chemistry Education. The total number of students in PSU in the academic year 1982 was 4,500. The University has 803 full time instructors of which 612 are on the Hat Yai campus and 189 at the Patani campus. There were 65 programmes of study ranging from agricultural development to surgery. The Extension Education and Training Project is under the process of development into The Office of Extension and Continuing Education which is going to be at the same rank as a faculty and college or school.

Both Pattani and Hat Yai campuses are located in cities. While Pattani is the capital of Muslim cultures, Hat Yai is in the capital of business in Southern Thailand. The two campuses together act as the academic centre for the whole of Southern Thailand. They are 100 kilometres apart. Pattani concentrates on Education, Social Sciences and Humanities. The Faculty of Science and Technology is in the process of being established. The other faculties are on Hat Yai campus, mainly professional and high technology programmes.

Prince of Songkla University is charged with the mission to enhance regional development by providing advanced instruction from the mentioned faculties. This developmental orientation in the mission of the University is a part of the national government's policy to bring educational service to the grassroots level. This strategy of regional development also helps decongest the Metro-Bangkok Region and raises provincial standards of living.

Prince of Songkla University policies

Since the University is national property and belongs to the people, a most essential factor in all its activities must be to serve the people of the South of Thailand. The policies which have been approved by the University Council are as follows.

. To make it known that the University is the property of the people and that its function is to serve the people of the South of Thailand.

- It shall aim to strengthen regional understanding, co-operation and unity by

  - stimulating the people of the South to help the University in its stated objectives and assist in its activities

  - improving the standard of general education in the region by providing services such as educational courses and research which are of use and relevant to the needs of the people in Southern Provinces of Thailand

- It shall aim to meet the growing demand for manpower in the South in all fields of study wherever the need may arise.

- It shall economise in educational cost by increasing the enrolment and provide better utilisation of all resources and other capital investments.

Objectives of PSU

The growth and development of PSU has been much influenced by the above policies. The policies make its objectives declared as the following:

- To prepare well-trained personnel for the country's needs, especially for the Southern Thailand needs at two levels:

  - at degree level, designed to train graduates qualified to become pioneers, leaders, managers and other professionals needed

  - at the diploma level, to train competent and practical personnel at the semi-professional level to carry out all activities that are related to careers and a proper standard of living.

- To play a major role in basic and applied research in all aspects related to rural and regional development in keeping with the aspiration of the country.

- To serve Thai society and South Thailand through extension activities by disseminating new ideas and practices and helping to solve problems of people at the grassroots level, in agriculture, needed skills, leadership in community development and other activities, so that they can attain an appropriate position in the structure of the national economy and social setting.

- It is furtherance PSU, is now committed to the National Social and Economic Development Plan (The Fifth National Plan), therefore community and rural development is much more concerned on the basis of both excellence and the relevance of its academic programmes and educational activities provided.

Assumptions of Prince of Songkla University role and efforts in rural development

First, if a university can create an effective out-reach capability it can better direct its internal knowledge resources toward the problems that exist in the region it serves. This concept is consistent with the Land Grant University philosophy as it has developed in the United States. Such a philosophy promotes the idea that resident teaching, research, and extension resources should be linked together into a mutually supporting system. Through such a system, university resources can then be more effectively packaged and targeted toward different problems and issues in a very tailored and responsive manner.

Secondly, no single organisation, regardless of its size or budget, has all the resources needed to address effectively complex development problems. What is needed is a well integrated approach, through which appropriate resources from many different organisations are brought to bear on situation specific problems and issues.

Thirdly, it is important that organisations approach development from a wholistic perspective. Most real world problems are multi-faceted, some of the causal factors are usually economic in nature, others political and still others more social in character. Attempting to impact on only one dimension of a given problem, not recognising how that single dimension is affected by other variables, will result in little if any success.

Keeping the above three concepts in mind, development efforts should be based on the integrated use of resources within a wholistic perspective of reality. The development approach suggested in this paper is consistent with this basic principle.

EXISTING SITUATION

Concerning development potential

In looking at the situation in Southern Thailand, one must conclude that many of the important ingredients for successful development already exist. The region is blessed with a relative abundance of natural resources and favourable climatic conditions. Generally speaking, there appears to be good leadership at the grassroots level. Most government officials assigned to work in the region seem to be truly dedicated and quite competent to carry out their assigned responsibilities in an honest and effective manner.

BEST COPY AVAILABLE

To some extent efforts towards modernisation and pressures from certain outside groups have placed strains on the existing social structure and cultural fabric of the region. However, people seem to be adjusting to these forces in an increasingly rational manner. Traditional values and belief structures have not been seriously eroded. Local people have also developed an increasing tolerance for diversity, thus reducing the potential for conflict and violence.

Concerning government initiatives

Since 1970, a number of government ministries and departments have shown an increased interest in allocating resources in the South. New roads have been constructed. Educational and technical training programmes have been initiated and a wide range of public health and social service programes have been established.

The problem is that most of these development initiatives have been undertaken in a very segmented manner. For example, technical training courses have been directed toward equipping students with occupational skills in areas offering limited employment potential. Agricultural extension workers have promoted the growing of crops for which there is no market. One government agency would decide to locate a new road without consulting another agency about where new schools are to be constructed, resulting in a new school being built without adequate access roads.

The reasons for this rather segmented approach to development are many. However, one of the main reasons stems from the fact that all the major government departments are controlled directly from Bangkok. While some policy coordination does occur at the national level between various ministries, this coordination often does not filter down to the functional workers in the field. The reliance on centralised decision-making relative to development projects has been one of the major obstacles blocking a more integrated development approach in Southern Thailand.

With the introduction of Thailand's Fifth National Plan in 1982 some efforts have been made to involve people more directly at the grassroots level in project planning. Another positive step has been the establishment of the Southern Regional Centre for Administration. This centre is charged with the responsibility for providing greater policy coordination and encouraging more programme cooperation between the different government agencies involved in development efforts in South Thailand.

Concerning Prince of Songkla University's efforts

Over the past three or four years Prince of Songkla University has initiated several projects in an effort to better mobilise its own internal resources in a more integrated manner besides the normal educational programmes provided by 12 faculties. These efforts have included

- the creation of the Office of Extension and Continuing Education
- the Functional Teacher Education Project (FTE)
- the creation of the South Thailand Studies Centre
- the establishment of the Islamic Studies Centre
- the Food and Nutrition and Rural Development Centre for Southern Thailand (FNRDC)
- Songkhla Lake Basin Research and Development Project
- Koo Toa Community Outreach Project
- South Thailand Youth Development Centre.

All eight of these projects, along with other efforts, have increased the University's capacity to do more effective extension outreach and to target its resources in ways that have encouraged a more integrated approach to development.

Prince of Songkla University does not have the financial resources, the personnel or the public mandate to directly sponsor large, ongoing development programmes, as do other more main-line government agencies. The University does not possess the capability for promoting greater resource integration between the other major development organisations working in the South. The reason for this stems largely from the fact that, as a Regional University, PSU represents a wide range of subject matter disciplines deemed necessary for development all within one single organisation. In addition, as a University PSU can apply a certain degree of its academic credibility to other agencies' development initiatives. In a sense, PSU may be the only major development institution in Southern Thailand with adequate scope and breadth of interests and capabilities to act as an external catalyst for an integrated approach.

University programmes and projects for Rural Development

The University has comprehensive academic programme and offerings in many fields of study. The most significant of its programmes relates directly to rural development in agricultural development and agricultural research stations. Prince of Songkla University has a strong programme in Agriculture, Fisheries, Community Medicine, Rural Education, Social Development, Agricultural Development, Rubber

Chemistry and Civil Engineering. These programs are the main stems pursuing rural development in Southern Thailand besides the eight projects mentioned previously.

But when one talks of rural development, the training of the young to become better citizens as they are developed into their full potential which we call the education of the young cannot be overlooked. Prince of Songkla University conducts this mission in cooperation with other agencies such as the Accelerated Rural Development Office at South Thailand Youth Training Centre, located in Chana district, Songkla Province, and at Youth Village on Pattani Campus where the Diploma level will be offered in cooperation with the community college programs of the university.

To ensure effective community and rural development, adequate good leaders in the community must be developed. The formal education programme through village schools are necessary and practically treated. To serve this purpose, the Function Teacher Education programme has been developed and studied since 1979-1980. The graduate programme in Community Development Education will be offered in 1983 - 1984 at the Faculty of Education. Students will perform their research and field studies toward the mission and goal of rural development with Southern Thailand focus.

Toward this end, the programme and projects of Prince of Songkla University, whether they be in instruction, research or extension are designed and developed in the context of the sectoral programmes of the government for rural and community development. Community medicine, Agricultural Development, Food Sciences, Tong Tam Sou Project - Faculty of Science and Natural Resources Social Lab., Koo Toa Outreach project - the Social Lab of Agricultural Development Department and Songkla Lake Basin Research and Development are the projects and programmes which have been operated and conducted by Prince of Songkla, Hat Yai campus. The Office Extension and Continuing Education Project, South Thailand Studies Centre, Islamic Studies Centre, Food Nutrition and Rural Development Centre (FNRDC), Yabi Social Lab, Youth Village, Functional Teacher Education Project, Rural Youth Training Centre are the main projects and programmes at Prince of Songkla University - Pattani campus.

University strategy in Rural Development

For countryside development, especially in the five territorial provinces, cooperative or participative research or pilot projects are adapted to be the university strategy for rural development. The following are the main programmes being run according to the strategy adopted. It is more practical and economic to do integrated rural development through the cooperative extension with the University acting as a coordinator or catalyst.

Let us take a quick look at the different cooperative extension or pilot programmes which operate under cooperating agencies as PSU acts as an organiser.

Project/programme	Cooperative Supporting Agencies	Organiser
1. Functional Teacher Education Project	1. Faculty of Education 2. Fulbright Foundation 3. University of Missouri Columbia, USA 4. Local Offices	Faculty of Education
2. Food - Nutrition and Rural Development Project	1. The Asia Foundation 2. USAID 3. Extension and Continuing Education Project 4. Home Economics Department 5. Local Offices	Home Economics Department
3. South Thailand Youth Development Centre	1. Accelerated Rural Development Office 2. Extension & Continuing Education Project 3. Provincial Offices	Extension & Continuing Education Project
4. Basic Construction Training for Border Self-help Villages Project	1. The Office of Extension & Continuing Education Project 2. Southern Thailand Commissioner & Administrative Office 3. Civil, Police & Military Administrative Office No.43 4. Songkhla Trade School	Extension & Continuing Education Project
5. Koo Toa Outreach Project	1. The Asia Foundation 2. The Department of Agricultural Development 3. Local leaders	Agricultural Development Department
6. Yabee Social Lab Project	1. The Department of Social Development 2. Nongchik District Office 3. Canadian Government	Social Programme
7. Local Leader Training Programme	1. The Office of Extension & Continuing Education 2. Food - Nutrition & Rural Development Centre 3. Local Offices	Extension & Continuing Education Project

CONCLUSION

There are many activities and projects that a university could undertake in rural development. Rural development, then, can be participated in by any of department or even by any subject, if the philosophy of the utility of education in society in general is clear, and in a rural setting in particular, and if one combines the triad function of teaching, research and extension in a university setting. One must indicate the realities upon which rural development is being planned or implemented. In a sense, the role of a university in rural development will depend on the time, place and people's need. The role of the unvivrsity in rural development will depend on the purpose of rural development. If rural development were primarily undertaken to produce rice to feed the hungry population, then the university could assume a role specific to such a purpose of rural development.

As we know in Thailand now, the priority need in rural development is to overcome the poverty of the people and the nation. Therefore the mission of teaching, research and extension should be functional education-oriented. The University role could vary if the purpose of rural development were to improve standard of living which could happen through efficiency in the production of agriculture at grass-root level, the raising of national income, the improving of the standard of nutrition and health, the commitment in community development and having moral and spiritually well-behaved people.

Prince of Songkla University has been committed to education for Southern Thailand regional development as well as to academic excellence since the beginning in 1968. However, the extension service was only piloted in 1974 and gradually developed under the conduct of the office of Extension and Continuing Education Project. The role and effort is to assist in raising the standard of living in the rural community of Southern Thailand through the cooperation of the other agencies, both governmental and non-governmental, according to the cooperative approached strategy adopted.

RAMKHAMHAENG UNIVERSITY: EXPERIENCES IN EXTENSION PROGRAMMES

Pat Noisaengsri
Usa Korntaptim

Ramkhamhaeng University was established in 1971 with the aim of providing national equality of opportunity for higher education. As an open-admission University, it is open to everyone who is qualified: anyone with a high school diploma (grade 12) or class 2 civil servants with a junior high school diploma (grade 10) or equivalent are admitted without an entrance examination. Attendance is not required: students can attend classes or not as they wish and are allowed to accumulate credits to meet the requirements of a 4 year baccalaureate degree with 144 credit hours. The students are allowed to remain with good standing for a maximum period of 8 academic years.

The first year of opening, in 1971, the University operated with only 4 Faculties: Law, Business Administration, Humanities, and Education. There were 35,205 students admitted. These students came from different backgrounds, occupations and ages. Most of them were high-school graduates who did not pass the conventional university entrance examinations, and a small number of them were government civil servants, military officers, white-collar workers and executives from various companies. Three years later three more Faculties were added: Science, Political Science, and Economics.

Ramkhamhaeng University provided all those students with instructional materials: textbooks, handbooks and instructional sheets by Ramkhamhaeng University Press. These materials are prepared by the University's faculty members. The University also invited some famous professors from outside the University to give lectures. Ramkhamhaeng University Newsletter named "Ramkhamhaeng News" is the best means of communication between students and the University.

Ramkhamhaeng University did not function as a distance teaching institution as is common in British Open Universities. Rather, the common method of teaching the on-campus students was the lecture method in regular small classrooms or a big lecture hall with the help of closed-circuit television.

During the first 5 years of operation, Ramkhamhaeng University was confronted with many problems:

- limited government annual budget. The government had allotted a small amount of money to support Ramkhamhaeng University in comparison to other universities even though the number of enrolments was considerably higher than conventional universities and the university funds, which come from tuition and fees, were lower than in some of those conventional universities.

- Lack of qualified faculty members. Most qualified academic and non-academic staff members preferred to work for a well-established university.

- Ouality of graduates and public opinion. The public had a rather low opinion of Ramkhamhaeng University since "anybody can be admitted without entrance examination".

In the academic year 1978-1979, Ramkhamhaeng University encountered the problem of increasing numbers of students. During the first 5 years of operation the number of students admitted ranged from 8,000 to 12,000. But in 1976, the Ministry of Education changed its evaluation policy from nation-wide achievement examinations for grade 12 students to examinations given by the local schools that students attend. The number of high-school graduates increased tremendously in 1977. There were nearly 200,000 students graduating from high schools or institutions equivalent to high schools. The 12 conventional universities all over Thailand can accommodate 13,000 new students a year.

Thus, in the academic year 1978-1979 Ramkhamhaeng University admitted 85,256 students as freshmen in the seven faculties. The number of higher school graduates annually increased and Ramkhamhaeng University had more and more students admitted.

As the years went by, the original Ramkhamhaeng University site became inadequate to service the increasingly large number of students. A campus of approximately 300 rai (120 acres) was a former site for international trade fairs and recently constructed buildings could not accommodate such a large number of students.

This circumstance forced the University to do something. The University was forced to change the system of teaching. If the University could deliver lessons to the students instead of making them come for them, the problem of adequately seating these students could be greatly diminished. The University decided to operate by distance teaching, employing both radio and television. In 1977, there were no class meetings for the freshmen. The University began daily broadcasts of 63 first year courses through three stations in Bangkok and 40 stations all over the country. All the programmes are prepared and produced in the University studio by Ramkhamhaeng University and staff. The programmes were not of good quality and have been improved continuously. However, they are still in need of improvement and supervision from experts.

As far as television is concerned, from 1977 till mid 1980, Ramkhamhaeng worked with only one station which was Channel 9 since the televising range of all the T.V. stations in Bangkok covered the Metropolitan area and only a few nearby provinces. The lessons were televised for one hour daily except weekends. In mid-1980, Ramkhamhaeng negotiated with Channel 7 and was assigned time from 4 pm to 5 pm daily except weekends. This programme continues today.

At the same time that distance teaching was introduced, study centres were set up. With cooperation in terms of facilities and other academic resources from provincial teachers' colleges and universities, Ramkhamhaeng began to maintain 12 study centres in the four regions of the country. Classes are held on weekends by qualified staff members of local institutions for six consecutive weeks each semester. A team of coordinators from the University visits each centre weekly to help solve any problems of administration and teaching materials. Today there are 16 study centres altogether.

In 1982, the University admitted provincial students at 16 study centres and all the examinations for the first year were held in the centres where students were registered. There were 18,547 students registered at the 16 centres in different parts of the country:

Chiangmai	2,382
Lampang	691
Phitsanuloke	863
Nakhon Sawan	982
Chiengrai	768
Sukhothai	351
Khon Kaen	1,264
Ubon Rachathani	1,435
Nakhon Rachasima	1,719
Udon Thani	1,201
Mahasarakham	930
Chanthaburi	468
Nakhon Sithammarat	1,263
Songkhla	2,375
Yala	1,158
Phuket	697

At the main University campus in Bangkok, there were 80,426 students registered. Considering the total number of students enrolled, the study centres serve only a small proportion of students.

This extension programme really satisfied the needs of provincial students. It is more practical for them. They need spend neither much time nor money in Bangkok for registration and examinations. These students no longer have to worry about paying for bus-fares, hotels and food in Bangkok. To some of them, who had to take leave from their work for almost two weeks to take their examinations in Bangkok, the study centres were a true blessing.

Unfortunately, University budgetary concerns have forced a change in the extension programme. While only 18% of students came to these centres, a large percentage of the educational budget was required to go to these many centres in order to keep them running. For the University to survive, however, a disproportionate amount of money could not be spent on the study centre. The University has to serve the national goal that education must be extended to rural areas. However at the same time the University cannot lose sight of fiscal constraints. It thus seeks cheaper ways to give service to those students who cannot come to the main University campus in Bangkok.

This academic year the registration and examination service in the study centres was abolished. Postal registration will replace registration at the study centres. The 16 study centres will be reduced, but at least one will be maintained for each region. At present some centres are too close together; for example the ones at Phitsanuloke and Sukhothai and at Khon Kaen and Mahasarakham. As for the instructional services, the University will maintain classes on weekends, create better libraries in each centre and will support more audio-visual materials such as taped lectures, audio-tapes and video-tapes. By doing this, the University will become closer to a true open university. Then the University's task is further development in the methods of distance teaching and textbook writing.

At present, a group of 7-9 faculty members is being trained in the University of Surrey in England and another group will be sent to be trained in distance teaching in Australia.

To conclude, during 12 years' of operation as an open admission University, Ramkhamhaeng University has done its utmost to fulfil its purpose in providing equal opportunities for the Thais. When it first operated in 1971, there were 35,205 students enrolled, but today student enrolment exceeds 400,000. So far, Ramkhamhaeng Univerity has produced eight batches of graduates, totalling 45,000 graduates or approximately 6,000 grduates a year. The number of graduates has been increasing gradually. The proportion of graduates and failures is at present about 1 : 5.

Finally, it should be noted that Ramkhamhaeng University has now gained acceptance from the general public as a qualified University. Many of the graduates are serving Thailand in governmental offices as well as in private enterprises and they have proved themselves to be industrious, devoted and efficient.

References

In Thai

Bulletin of Ramkhamhaeng University on Freshmen Orientation, Bangkok, Si Muang Printing House, 1982

Bulletin of Ramkhamhaeng University on Mobile Teaching Project, Bangkok, Si Muang Printing House, 1981

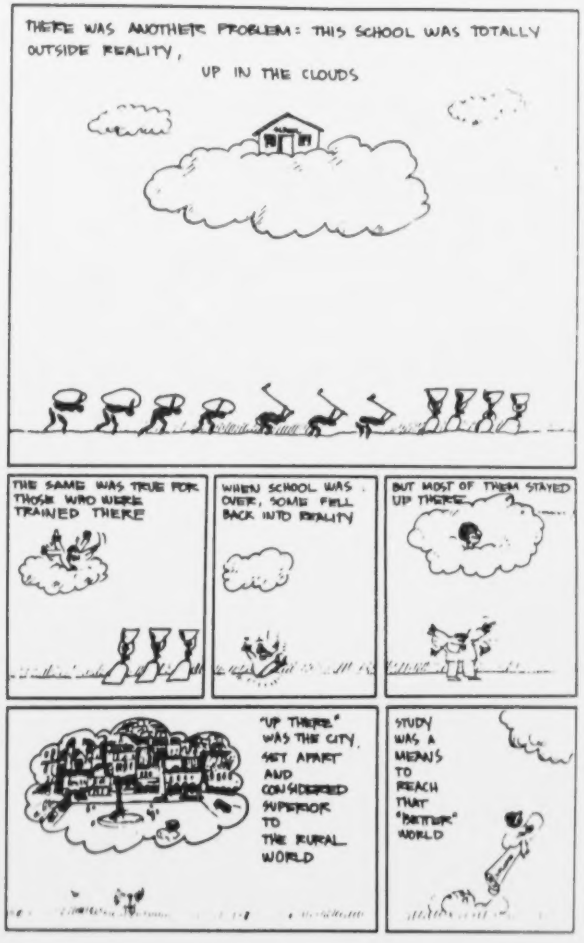
Bulletin of Ramkhamhaeng University on Study Centres, Bangkok, Patanasuksa Printing House, 1982

In English

Polasit Noochoochai: "On the Verge of Its First Decade: Ramkhamhaeng University and Distance Education" Bulletin of RU Teachers' Club, 2/24, Bangkok, 1981

Udom Warotamasikkhadit and Donald A Leuschel: "Open Education in Thailand", Bulletin of the UNESCO Regional Office for Education in Asia and Oceania, No. 19, June 1978, pp.95-104

Statistics: Administration Office, Ramkhamhaeng University


THERE WAS ANOTHER PROBLEM: THIS SCHOOL WAS TOTALLY OUTSIDE REALITY,
UP IN THE CLOUDS
THE SAME WAS TRUE FOR THOSE WHO WERE TRAINED THERE
WHEN SCHOOL WAS OVER, SOME FELL BACK INTO REALITY
BUT MOST OF THEM STAYED UP THERE
"UP THERE" WAS THE CITY, SET APART AND CONSIDERED SUPERIOR TO THE RURAL WORLD
STUDY WAS A MEANS TO REACH THAT "BETTER" WORLD

BEST COPY AVAILABLE

SUKHOTHAI THAMMATHIRAT OPEN UNIVERSITY: THAILAND

Wichit Srisa-an

Drastically different from other institutions of higher learning, the open university is basically a distance or correspondence university. It does not follow the traditional practice of organising a university into faculties and departments, has no classrooms, relies heavily on various technological teaching media for instruction and has an "open admissions" system with no entrance examination. Programmes of study are designed on a multidisciplinary basis with an administrative arangement that promotes cooperation among various areas of expertise.

This tearing away from tradition is a consequence of the increasingly expanding roles that have been thrust upon universities in the region in recent decades. The impetus to recent demands for wider access to educational opportunities largely stems from the "human-capital theory" which was popular in the 1960s. The theory holds that economic growth requires an investment in the training of skilled workers to increase individual and hence national productivity. The more dispersed the investment in human capital throughout the country, the higher the Gross National Product. The liberal notion of equality of educational opportunities is also morally appealing. The successful widespread popularisation of these ideas has in turn created an unprecedented demand for greater educational facilities.

The conservatism and locational inflexibilities of traditional universities make them unsuitable for the requirements at hand. The open university is the obvious solution. It answers the dual calls for easy access to higher education for all, including those in the outback who are physically removed from established centres of learning, and the need to provide second-chance opportunities to those who cannot make it the first time round because of the necessity to make a living immediately after graduating high school and those who are floored by tough entrance examinations imposed by established institutions of higher learning.

Background to STOU

In Thailand, the idea of an open university has been taking form in stages for almost fifty years, starting with the establishment of the University of Moral and Political Science in 1933. Later known as the Thammasat University, it was similar to conventional universities in all respects relying heavily on classroom instruction, except for the facts that it had no entrance examination, class attendance was not

* Reproduced for RIHED Bulletin, Sept-Dec 1981, pp8-9. Regional Institute of Higher Education and Development

compulsory and students could study on their own. Early graduates were awarded a bachelor's degree in law and politics. Thammasat University did not, however, remain an "open admissions" university for long with the subsequent introduction of regular entrance examinations and conventional systems of study.

In 1971, the Ramkhamhaeng University was established as another "open admissions" university offering a greater variety of courses than the previous one. From the outset, it admitted 39,205 high school graduates who had failed to obtain places in other state universities. Although it was evident that the new university could cope with the steady increase in enrolment, which totalled 117,532 in the academic year 1979, its reliance on classroom instruction began to present problems, especially those related to the provision of physical facilities.

Operating both as a conventional and an open university, it soon proved to be inadequate to meet the growing demand for higher education. Something more innovative was clearly needed. After three years of planning, the Office of University Affairs finally created the Sukhothai Thammathirat Open University by Royal Charter in 1978.

OBJECTIVES

Sukhothai Thammathirat Open University (STOU) has the following objectives:

- to provide and promote university and professional education
- to enable people raise their educational standards in response
- to the needs of society;
- to promote research so as to generate new knowledge and to apply it to national development;
- to render public service to society by disseminating knowledge as to promote personal development and professional competence; and
- to preserve and develop national culture.

Degrees and Non-degree Programmes

For degree purposes, the kinds of courses and study areas offered are bssed on the needs of the community. Students with the following qualifications are permitted to enrol for degree programmes:

- holders of MS5 (fifth year of secondary school) certificates or their equivalent;
- holders of MS3 certificates with five years of work experience after receiving their certificates and those who are over twenty years of age;
- holders of diplomas and degrees of any level, or their equivalent, from institutions of higher education as approved by the STOU Academic Senate.

Non-degree courses are also available to the general public. Those who wish to continue their education so as to broaden their understanding of a subject may take Continuing or Adult Education courses offered in the non-degree programmes.

Degree courses are available through the Schools of Educational Studies, Management and Liberal Arts. Non-degree courses are offered in foundations of English, man and civilisation, Thai studies, learning-teaching systems, foundations of education, education and life and community, educational technology and communication, principles and systems of educational administration and introduction to administration.

The University admitted its first group of 81,969 students in 1980.

Schools

STOU does not follow the traditional practice of organising a university into faculties and departments. It consists of major Schools, each with its own Board of Studies, comprising a chairman and 3-7 members. As far as possible, courses are offered in subjects that are considered related or essential to national development. While existing schools specialise in educational studies, management science and liberal arts, it is hoped that by 1982 courses will be available in health science, law, economics, home economics, political science, agricultural extension and co-operatives and communication arts. Each school has 5-11 Academic Assessors to advise on academic standards, curriculum development, instruction, evaluation, and educational services. The assessors, who are academics of some repute, also serve as the University's external examiners.

Administrative Structure

Like other conventional state universities in Thailand, Sukhothai Thammathirat Open University is also under the supervision of the Office of University Affairs and enjoys a great degree of autonomy. The University is governed by the University Council and the Academic Senate and is headed by a Rector - a position held by Prof Dr Wichit Srisa'an, who is also the Deputy Undersecretary of State, Office of University Affairs, Thailand, and a member of the Board of Governors of RIHED.

Degree Requirements

STOU uses a two-semester system and allows its students to earn a degree in 4-12 years. Courses are arranged in blocks to provide an integrated study of interrelated subjects. Each block is work six credits. A student must take at least one block (six credits) but

but cannot take more than three blocks (18 credits) each semester. He must build up credits until he reaches the number of his choice. A bachelor's degree requires the acquisition of 132 to 144 credits. Having built up sufficient credits, a student is finally required to undergo an intensive professional enrichment programme which is designed to evaluate the knowledge he has acquired and his potential in its application.

Methods of Instruction

STOU does not have its own classrooms, and relies on regional and local study centres to provide study facilities for students in various parts of the country. Its distance teaching techniques include mass media such as correspondence texts, textbooks, exercises and radio and television broadcast handbooks. In addition it uses support media such as radio and television broadcasts, including broadcasting by video-tapes and course materials recorded on tapes. Tutorial and counselling sessions are held at various regional and local study centres.

Staff

The number of lecturers required is smaller at STOU than at traditional universities as study is home-based and educational media are used for instruction. One instructor is usually responsible for one block of credits. A degree programme normally requires a contingent of twenty-four full-time staff members. Assistance from the teaching staff of other universities and experts in non-academic institutions is obtained in the preparation of course material. Such a system enabled STOU to be cost-effective on personnel without sacrificing standards.

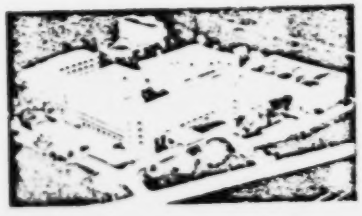
Considerable savings over traditional universities are also realised through the use of existing institutional facilities throughout the country for regional and local study centres. One academic counsellor is assigned to each study centre which provides educational facilities to students in the area. Academic tutors are recruited from faculty members of existing institutions of higher education in the region.

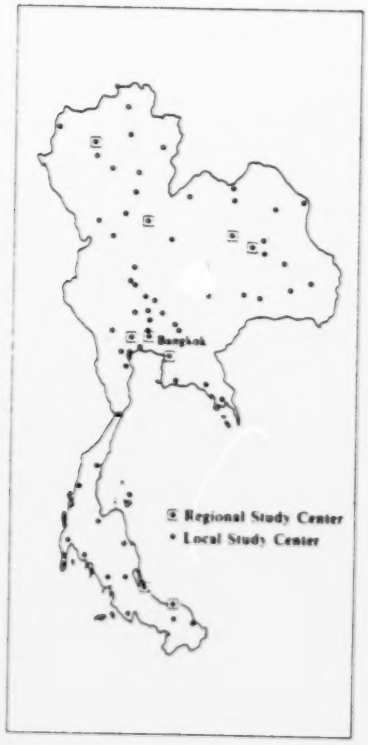
The principal means of instruction are printed correspondence material. These are supplemented with radio and television broadcasts, video-tapes, etc. which broadcast over existing radio networks, the most important ones of which are the Public Relations Department radio network and the Mass Communication Organisation of Thailand.

Conclusion

In global terms, Thailand's Open University is very much a part of the present day expansion in radio and television education. Besides its elaborate use in developed countries, the forerunners of which are the USA, Britain, Australia, Japan and Russia, it has also been used extensively in developing countries such as Niger, El Salvador, American Samoa, the Ivory Coast, Sri Lanka and Mexico. The major achievements have been in primary education, with secondary and tertiary education following, albeit slowly, behind.

The danger, as in any innovation, is tendency to move back almost unconsciously to the status quo ante as happened with the previous attempts in Thailand. This is because the open university does not start from scratch - many of its broadcasting and academic staff are from traditional backgrounds which can easily reassert themselves. It also relies heavily on the written and read word, and assigns lower status to other educational experiences. Its scope is therefore more appropriate for social science types of courses rather than those pertaining to the technological and physical sciences including medicine, dentistry and engineering. With rapid industrial expansion in countries such as Thailand, the contribution of the open university in supplying scientific and technical manpower can therefore be expected to be limited. But that, at any rate, is not its reason for being. STOU provides new opportunities, with a blend of the modern technology of mass media and existing educational personnel and facilities, to continue education for life, reduce educational elitism in the country and democratise higher education by making it available to the hitherto by-passed rural and underprivileged segments of the community.





CHULALONGKORN UNIVERSITY: EXPERIENCES IN EXTENSION PROGRAMMES

Phiphat Thaiarry

INTRODUCTION

This paper is intended to give an overview of the experiences in extension programmes at Chulalongkorn University in the following aspects:

- the role of Chulalongkorn University towards the community;
- strategies and approaches of extension programmes as carried out by the University; and
- identification and proposal for improving the continuing education activities at the University.

Background

Chulalongkorn University was founded in 1917 and its activities have gradually expanded into more than 200 study programmes in fourteen faculties and four research institutes. The programmes embrace three major fields: Science and Applied Science; Social Science; and Humanities.

Since the inception and the Fifth Development Plan, Chulalongkorn University has set up its aims and policies as an institution for academic excellence and community services. Activities are developed among faculties and research institutes in the forms of teaching, research training seminars and workshops at undergraduate, post-graduate and non-degree levels. In continuing or extension activities, approximately 99 programmes have been organised according to the initiative of individual faculty and public needs. However, inter-faculty programmes are rarely organised. Therefore, the University plans to integrate all community services programmes into one administrative unit that is the Continuing Education Centre. The aims and purposes of the Continuing Education Centre are to provide assistance and management services for faculties or institutes when these organise programmes, and to arrange inter-disciplinary courses.

Continuing Education Programmes at Chulalongkorn University

The continuing education programmes at Chulalongkorn University are carried out by two types of administrative bodies. First, each faculty has its own continuing education programmes. Second, under the office of Vice-Rector for Academic Affairs there are several programmes, projects or centres which are empowered to arrange some types of extension programmes. However, a survey of the continuing education or extension programmes which have been organised by both types of administration indicated that the objectives of the programmes are very similar: to promote the field of study; to support the government policies; to improve and increase the capability of staff; to develop a career and to promote better relationships among staff members or colleagues.

The continuing education programmes can be classified as follows: training, seminars and workshops; research; and distance learning. All of these activities are conducted by various organizations.

Training, Seminars and Workshops

(1) At faculty level. Individual faculties can offer their own continuing education programmes in the form of training, seminars or workshops. The subject-matter may emphasise one area (department) or integrate all departments within the same faculty. The scope of the programmes varies according to the nature of courses. This will reflect in the duration of courses. Generally, the registration process is not strict in terms of qualification, except that some programmes may require some educational background. Normally, the participants are government officials, businessmen and ordinary people. The majority of participants are those who live in Bangkok or surrounding provinces.

(2) At university level. Since the inception of the Continuing Education Centre in 1980, the Centre has launched many management programmes in both Thai and English. The programmes are designed to meet public needs and to tackle special issues. The target participants vary such as those who have no chance to study at University level; young management staff and staff members from various public enterprises. Duration of the programmes depends on types of programmes, ranging fron one to five days.

Research activities

Researches are considered as a type of continuing education activity. Providing the outcomes are adapted into simple language and are applicable. Recently, the Continuing Education Centre launched new projects by introducing research findings to the public in the form of simple articles in a Journal of Continuing Education, and also by organising public forums.

Distance learning

Before the establishment of the Continuing Education Centre, Radio Chulalongkorn University was responsible for some types of continuing

education activities. Documentary news, commentary and musical appreciation are the main programmes on radio. When the University established the continuing or distance learning aspects it also launched language courses by radio for the public at large. At the same time, handouts and exercises are on sale as an introduction to economics, basic knowledge in botany, industry, and agricultural development. However, the most popular programmes are language courses. The centre also provides programmes for the radio broadcasting station of the Mass Communications Organisation of Thailand.

Financing and administration of the Continuing Education Programmes at Chulalongkorn University

Most of the continuing education programmes are self-supporting. The participants are charged for registration fees. Normally, fees vary according to types and duration of courses or programmes. Financing and faculty administration of programmes at Faculty level are the responsibility of individual faculty revolving fund.

Programmes organised by the Continuing Education Centre require registration fees and the cost estimation is similar to those organised at faculty level. The difference is the project fund must be deposited in the University account and there is no centre revolving fund. When the programmes are jointly organised by the Centre and one or two faculties, the profit will be equally shared among the faculties and the Centre.

Identification of Strategies and approaches for the Continuing Education Programmes

In view of the location of Chulalongkorn University, the target groups of the continuing education programmes are citizens of Bangkok and the surrounding provinces. Sources for curricular development can be obtained from government polices, professional associations and local leaders. Cooperation with Thai and foreign organisations is a valuable contribution to the programmes.

At present, Chulalongkorn University is enthusiastic about rural development programmes: training, seminars and researches are designed for rural areas as local leaders' training programmes; small firm management in the East and Northern areas; school management for local government; and language for hill tribes, etc.

Problems relating to the Continuing Education Programmes

Most of the programmes are organised during the working hours and working days. Those who work have little chance to attend the programmes if their organisations do not allow them to join.

The needs of the community for the continuing education programmes are scattered. Course expenses may be high in some areas of study because of the limitation of numbers of participants. Programmes in the field of science and applied science which require some laboratory or workshop will naturally limit the number of participants and the registration fee for them must be high.

Normally, the true continuing education programmes are interdisciplinary projects, which require cooperation among lecturers and instructors in order to work out the programmes together.

As Thailand is a developing country, the continuing education programmes must be practically oriented, and the instructors must include practical men as well as academicians.

Many programmes are designed for introducing new concepts and ideas. In doing this it is hoped that the participants appreciate these concepts and ideas and are able to adapt them to their operation. However, due to the organisational structure and environment which are not suitable, most of the participants have not much chance to do so.

Misunderstanding of training objectives prevents some people from joining the programmes. They think that training is for inefficient people who have to undergo a kind of punishment in attending the courses.

Attractive topics and well-known seminar leaders or trainers are factors that have an effect on the success or failure of the programmes. Highly academic topics and course outlines are not attractive even though the content is very useful. Unknown seminar leaders or trainers are also less interesting to the would-be participants.

Differences in the background and experience of the participants in some of the programmes prevents the course leaders from promoting discussion. The diversity of organisations which participants come from results in more flexible curricula which are not suitable for some specialised topics and cannot be effectively utilised in individual organisations.

Possible solution to the problems and development of programmes.

Academic and research institutions should have the chance to obtain vital information from various quarters and must be able to interpret these into continuing education programmes. Academic and research institutes should be able to develop their research papers into non-academic language that can be understood by lay people.

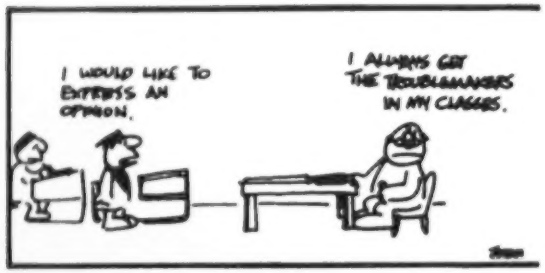
As a change agent, the institution should be able to obtain knowledge of foreign experiences and introduce them to organisations concerned to broaden their views. Training needs surveys should be encouraged in every sector. Small establishments should be able to seek assistance from academic and research institutes involved in the activities.

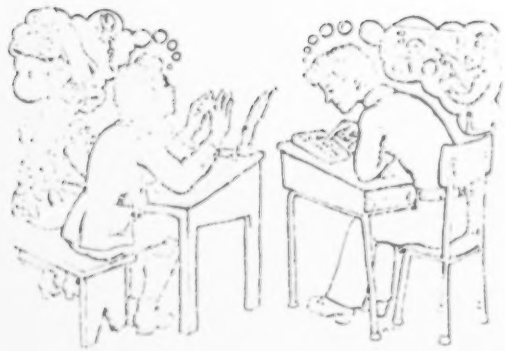
Proposed future activities

At university level, each university Continuing Education Centre should compile a list of resource persons exchangeable with other universities.

At national level, surveys of the policies and strategies of the present and the coming National Plan should be conducted by the universities concerned. This information should be transmitted to the Continuing Education Centre in order to prepare the programmes in advance.

At regional level, there should be increased effort to invent and develop indigenous training materials in specific fields of studies. The development of regional corps of resource persons is needed in the field.





BEST COPY AVAILABLE

NATIONAL UNIVERSITY OF SINGAPORE EXPERIENCES IN EXTENSION PROGRAMMES

Lim Hoy Pick

INTRODUCTION

As early as 1948, the Carr-Saunders Commission on University Education recommended the appointment of a Director of Extramural Studies and the establishment of a University Extension Board with the aim of establishing contacts with the community 'outside the walls' by means of organising and making arrangements for lectures, courses and classes outside the university. But this recommendation was not implemented until late 1963 when a small Department of Extramural Studies was formed and a visiting Director from England appointed. In his address to participants of an Orientation Course on Adult Education in March 1964, Professor Lim Tay Boh, then Acting Vice-Chancellor of the University of Singapore, said

> The aim of the University in Adult Education is to enable the citizens of the country to understand the changes that are taking place in our contemporary society, and to equip them with the knowledge needed to enable them to analyse the political, social and economic problems contronting them. In this way they can become more effective members of a democratic society and can participate actively in influencing public opinion and in bringing about political, social and economic changes which are desirable.

It was then felt that there were two main areas in which the university could make a significant contribution through its programme of extramural studies. Firstly, it could contribute towards the education of the citizens in the understanding of the fundamental issues relating to a newly independent nation. Secondly, it could contribute effectively towards the training and upgrading of the professional and technical skills of the working population, so that they could become more efficient workers in their respective fields of employment and thus contribute to the rapid development of the national economy. Accordingly, the following types of courses were organised:

- Courses aimed at promoting cross-cultural understanding and racial harmony.
- Courses highlighting important political and economic issues of Singapore and Southeast Asia.
- Courses designed to improve and update scientific and professional knowledge and skills.
- Courses of special interest to the business community, such as commercial law, banking, accountancy and business administration.
- Courses specially designed for women, such as child care and modern family life.
- Courses on education and refresher courses for teachers.
- Courses on art and social sciences, such as language and literature, economics, psychology, sociology, philosophy and history.

The first programme of courses launched in January 1964, met with encouraging response. In that year, altogether 64 courses were successfully conducted with a total enrolment of 2149. Consequently, the department was formally established in June 1966 to become one of the Non-Faculty Departments of the University. At that time, there were only three staff members in the department.

Recent Developments

Today, the department has seven academic and twelve non-academic staff. The daily operations are carried out in two centres, one in the previous university campus at Bukit Timah and the other in town. Except some weekend courses, most of the courses are conducted in the evening in these two centres. A number of courses are also being held at the various branches of the National Library, and some selected community centres of the People's Association. It is a deliberate attempt on the part of the department to decentralise its operations in order to provide better services to the community. It is hoped that in future the department is able to establish a continuing education centre in every large housing estate. Experience in extramural work has shown that adult learners are more willing to register for courses that are conducted at venues nearer to their homes.

In recent years, the department has diversified its programme of courses. It organises three programmes a year, each lasting for four months. In each programme of about 150 courses, a variety of courses is offered, including art and craft, music and dance, computer and technology, management and accountancy, law, language and literature, health and medicine, philosophy and religion, education, psychology and sociology. The average duration of each course is twelve lectures or 30 hours. All these are non-credit courses, catering mainly to working adults who wish to broaden their knowledge, to upgrade their vocational and professional skills, to acquire new skills or just to learn a hobby. Upon completion of a course, the participant may request a certificate of attendance.

Since 1980, the annual total enrolment of participants has exceeded 10,000. The most popular category of courses is still the management and accountancy, closely followed by the category on language and literature. In a busy commercial centre like Singapore, the continu-

ous demand for management education is obvious. As a multi-racial and multi-lingual society, Singapore advocates bilingual education in the formal as well as non-formal educational institutions. Last year the department organised more than 100 language courses which were well attended. The popular languages were English Language, Mandarin and Japanese.

The third category of courses that is fast catching up in popularity, is on computers and technology. As Singapore is restructuring its economy to a higher technological level, the demand for skilled manpower in the field of computers and technology increases. Though the department offers about 50 computer courses a year, its existing facilities are inadequate to cope with the ever increasing demand for computer education. Therefore, the department is planning to upgrade its existing twelve units of micro-computers and, if possible, to install new and more sophisticated ones. Since the production of computer software has been considered as one of the potential major industries in future, any amount of investment in computer education should be worthwhile.

Apart from the vocation-oriented courses, the department also organises courses for leisure education, such as art, craft and music. In spite of the fact that most of these courses are not popular at the moment, such provision is necessary to stimulate interest in music and culture, and to encourage gracious living. However, it may be envisaged that this category of courses will become more popular in another decade when our population gets older and the nation is more affluent.

Training of Trainers

Though Singapore is very active in adult education and training, there is a severe shortage of adult education literature and a general lack of understanding of theory and practice of modern adult education. Hence, traditional concepts and techniques developed for use in the formal school system are often employed in adult education and training. To meet the urgent need for trained adult educators, the department has been conducting a training of trainers programme for the past two years. In this programme, a series of intensive courses are offered, namely, planning programmes for adult learners, using participatory techniques to teach adults, and, simplified research and evaluation strategies for trainers and adult educators. These courses which will be repeated at the end of the year, will also be useful to teachers of the national programme known as Basic Education for Skills Training (BEST). The BEST programme was launched in January 1983 to encourage and assist workers to acquire basic education in the English Language and Mathematics.

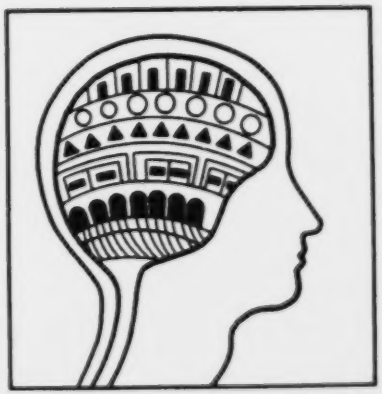
Since 1980 the department has been coordinating a regional training course for adult/non-formal education personnel from six countries; viz., Hong Kong, Indonesia, Philippines, Singapore, South Korea and Thailand. This five-week intensive course with emphasis on adult education in the urban settings, has been held annually, partly in Hong Kong and partly in Singapore. It is sponsored by the Asian South Pacific Bureau of Adult Education (ASPBAE). This course has been replaced by a training programme known as the Action Learning Programme. In this new programme, participants will have the opportunity to visit adult education projects and learning centres in two or three countries, and will do most of their learning through study visits, group discussion and brain storming, analysis of case studies and presentation of findings during study visits.

Prospects

The world economic recession has affected every nation, especially the industrialised countries. Singapore is no exception. However, it has hastened the pace of our workers' education programme. The government has been encouraging both the National Trades Union Congress (NTUC) and the employers to set up training programmes for workers during the recession when workers have more time to learn relevant skills for future industries. We are aware that future workers are expected to understand the work process of the latest mechanical and electronic technology, such as computers and robots, and to operate the computer-based control systems. While the Vocational and Industrial Training Board (VITB) will concentrate on the vocational and industrial training as well as the BEST programme for workers, the Department of Extramural Studies will strengthen its provision of workers' education at a higher level. The department will also continue to complement the work of other organisations actively involved in the education and training of working adults, such as the National Productivity Board, the Economic Development Board, the National Trades Union Congress and the Singapore Institute of Management. Perhaps what is lacking at this stage of development in adult education, is a strong national coordinating body which can formulate policies and provide common guidelines for all training institutions in Singapore. This will avoid unnecessary duplication of efforts and unhealthy competition for clientele.

In the planning of adult education programmes, it is essential to look into the future and anticipate possible technological changes so that programmes can be made relevant to not only present, but also future needs. In this age of computers, the tempo of life and work has quickened tremendously. In some industries, manpower has already been replaced by robots. Much of the technical skills one acquired a decade ago, are now getting obsolete. Consequently technicians have to undergo retraining in new skills. Those who are incapable of adapting to the new robotic forms of work will have to be retrenched or retrained for new employment.

Besides technological changes, there are other changes in society, whether these are political, social or economic. They affect every individual and every nation. Those who are prepared may become masters of change, while those who are unprepared may fall victims of change. Obviously, a learning society is more likely to succeed in initiating and controlling change and even to achieve further advancement because of it. The university with its high prestige and rich resources, should contribute more effectively towards the creation of such a learning society by providing learning opportunities for every citizen in the country.



KASETSART UNIVERSITY EXPERIENCES IN EXTENSION PROGRAMMES FOR THE DEVELOPMENT OF SMALL FARMERS AND THE PUBLIC

Tatchai Sansingkeo

MOTTO

In general, Thai farm holdings are small, average a few acres in size. In many places, farmers just grow what they need for home consumption and sell if there is any surplus. Farming is a way of life. The whole family members, men and women, old and young, all work on the farm. Cost and benefit never come into their mind. An ancient Chinese saying which depicts the self-contented situation, goes like this:

From sunrise I work,
Till sunset I retire;
I drink the water from the well
That I have dug;
I eat the food from the field
That I have tilled.
Kings and emperors,
What have they to do with me?

Chi-Wen Chang

INTRODUCTION

Institutions of higher learning in Thailand have been established for different purposes and for performing varied functions. Some institutions are assigned to concentrate their work to a single field, or a small number of tasks, while others are involved in a wider range of assignments. Kasetsart University, as the name in Thai implies, has carried out its function of building up high level manpower in agriculture and played a major role in agricultural development for the nation since its establishment. It has been, and will remain, the major source of teachers and guidance in the development of new agricultural colleges and schools throughout the Kingdom. Today, more than 10,000 graduates in agriculture have been employed in key positions in various organisations, both government and private.

Kasetsart University however, has long recognised the need to educate small farmers, with small land-holdings, who presently constitute the major part of our agricultural system in Thailand. Their lack of education is admitted to be one of the main factors which prevent them from increasing successfully their agricultural productivity. In general, Thai farmers are highly intelligent and quite efficient in their utilisation of scarce resources. By educating them, even with some limitations, farmers will adopt new technical knowledge and practices which will assist them in making agriculture more productive and profitable on their farms, and ultimately raising the nation's economy. In performing this function, Kasetsart University has formulated both formal and non-formal education programmes among which several have had either direct or indirect impact on the development of small farmers.

Development of Educational Programmes in Agriculture at Kasetsart University

The development of educational programmes in agriculture at Kasetsart University can best be understood by examining the past history of the University. The predecessor to the Faculty of Agriculture was established back in 1904, as a school of Sericulture, responsible to the Ministry of Agriculture, which at the time put emphasis on this work for occupational improvement. The school was succeeded by the School of Agriculture, and the School of the Ministry of Agriculture chronologically. The College of Agriculture, with the status of a junior college, was set up in place of the former "school", still administered by the Ministry of Agriculture. It offered three-year training programmes in agricultural sciences for high school graduates. After being amalgamated into Kasetsart University as the Faculty of Agriculture in 1943, its curriculum was expanded to five year programmes leading to the degree of Bachelor of Science in Agriculture. In early 1964, the National Education Council directed new guidelines in higher education in all universities, to adopt a uniform four-year requirement for all curricula leading to the Bachelor's degree, except certain professional curricula such as Veterinary Medicine which still require six years. The first of the four-year graduates from Kasetsart were granted their degree in 1968. Graduate courses leading to Master Degree in agriculture have been offered since 1956, and the first group successfully completed their requirement and were conferred their degrees in 1958.

The impetus for the formation of the University thus originated from the Ministry of Agriculture. Its teaching programme was tailored to train personnel for the Departments of Agriculture, Forestry, Fisheries, Cooperatives, Livestock and Irrigration. Over the intervening years more faculties have been added and the programme of education has shifted from that of a series of narrow professional schools to a modern university concept. Nevertheless, the idea of "service to agriculture" is still retained in the development of both teaching and research programmes.

Degree programmes in Agriculture and their impact on small farmers

During its early years, Kasetsart University started with certain three-year curricula leading to a diploma. During this period, the emphasis of the courses was more on practical work, which of course focuses tremendously on small farms. The University was mobilised to teach students the ability to upgrade the efficiency of local agriculture. It was concerned mostly with the agricultural practices which were suitable for operation with simple equipment on small

farms. Most students, upon their graduation, during that period, worked, mostly, close to the farms. As the number of trained staff and demand for high level manpower increased, five year curricula leading to the Bachelor's degree were approved. Courses offered for degrees in agriculture, during that period, were oriented toward greater scientific approach. In addition, parts of the curricula of colleges and univerities in the Philippines, the United States, Australia and Europe were selected and integrated wherever the University felt they could provide students with a wider scope and appropriate background. It was able, however, to fulfil the requirement of many government organisations that needed agricultural scientists in their work. But at the same time, it tended to create a shortage of trained manpower that could work effectively on small farms or become good farmers. After the curriculum was changed to a four year programme, more students resulting from more enrolment, have been graduated, and then tended to overflood the scientific manpower demand of government organisations. In recognition of the problem, which the country faced, Kasetsart University, has its plan of changing curriculum content in agriculture including teaching and learning styles so that it can produce graduates with much more practical knowledge and skills. It is expected that the programme will have a greater impact on the building up of well trained manpower to serve small farms for the country, in the near future.

Development of educational programme in Agriculture for small farmers.

Education programmes in agriculture for small farmers at Kasetsart University were initiated, when the late rector of the university, Dr. Luang Suwan Vajokasikij, launched an extensive adaptive research programme in poultry production on the University campus in 1947, and concluded his findings in 1950. His success, and lessons from it, were broadcast almost daily by radio, and published in many newspapers and journals. A campaign for profitable poultry production was made through a mass farmer education programme, which was then developed along the lines of a large demonstration plot which was installed within the University campus. These activities resulted in rapid development of egg and broiler production in the country. The nation moved rapidly from being a net importer of poultry products to self-sufficiency, and an exporter, to a certain extent. The Rector's success brought to the University a new task, the task of providing technical services to meet the needs of less educated farmers, and interested public. The University started to perform this task on a broader scale in 1953, and the work has been carried on by a group of staff members, recruited mostly from the Faculty of Agriculture. Subsequently, the Extension and Training Centre was officially established in 1970. This office has similar status to that of a faculty, and its main functions are to pass on new technical knowledge to farmers and the public, to serve as the public relations and communication unit of the University, and to coordinate extension training programmes of various subject matter fields, as our service to the community.

Many non-degree programmes, and non-formal education, in agriculture and its related fields, have been developed since 1953. These programmes are aimed at developing simple vocational and training courses in which any interested individual can attend without regular requirements of a higher educational background. A certificate is granted to each individual upon his completion of each course.

Summer vocational courses in Agriculture and related fields

Summer vocational courses in agriculture, and many related fields, were begun in 1953. At the beginning, they had as their purpose to educate farmers strictly with simple agricultural techniques so that, upon their return home, they could make good progress in their farm careers. The courses have been offered during the summer period, when the season is dry, and farmers can leave their farms. Only five courses, poultry production; dairy farming; apiculture; vegetable production; and food preservation were tried the first year, with 404 farmers attending. Later on, however, admission had to be expanded to include the general public because of interest and demand, and to include courses for professions other than agriculture.

The courses given were intensified and were scheduled to conclude within four to five weeks beginning the first week of April, annually. Participants are required to attend at least a minimum of 30 total contact hours before they can complete, satisfactorily, each course, and become eligible for the course certificate. We permit each individual to take not more than two courses each summer. Many of them, however, return regularly to enrol in quite a number of courses, some up to 14, within a number of years.

From its beginning in 1953 to 1976, a total of 9,848 have passed, and received their certificates through this programme. It is considered to be one of the most successful programmes for educating farmers and the general public. Many small farms, particularly vegetable, flower, poultry, and swine farms, have been developed successfully by those who have completed one or more courses from this programme. It should be noted that the number of courses and participants markedly during the period from 1972 to 1976. The increase resulted from the enlarging of the programme by the University to serve the demands of farmers, who came in groups to attend classes which had been designed to meet their requirements and purposes.

Programme of training courses in specific areas of Agriculture

Kasetsart University has developed many training programmes in specific areas in agriculture for small farmers and the public. These have been done through cooperation with governmental units, societies, farmer groups, and private organisations. Some of the programmes are regular in that they are offered every year, while many others are

non-regular, depending on the requests and needs of cooperative units. One programme, which is a good example of having a great impact on the nation's economy, is described below.

The Orchid Culture training programme

The Orchid Culture training programme was developed through cooperation between Kasetsart University and the Orchid Society of Thailand. It is an example of excellent cooperation between a private society and the University. The programme was initiated in 1963, by the former Rector, Professor Rapee Sagarik, who at that time was appointed the President of the Bangkhen Orchid Society. It was aimed to promote orchid-growing in Thailand for pleasure and for profit. It takes at least 70 hours to complete the course. Staff members teaching in this programme are recruited from many departments, including Horticulture, Soils, Entomology and Plant Pathology. Lectures are given off campus where the participants can reach the class easily, and are held after office hours. Laboratory work is given during holidays. Field trips to orchid farms to study various problems in each farm are often organised during the course.

The programme has had a great impact on orchid cultivation and production in Thailand. Many orchid farms, ranging in size from one-sixth of a hectare to ten hectares and larger, were established, by individuals after they completed the course. Consequently, the production of cut-flower orchids has increased, and put Thailand to the forefront of the world market, in orchid production. One of the most important features in this training programme is the establishment of a cooperative and communication unit in each class. Upon the completion of the course, a chairman and his executive committee are elected and serve as an administrative and cooperative committee for each class. They disseminate information and establish communication among classmates. This activity has resulted in the creation of the Orchid Society of Thailand, and was followed by the development of its satellites, which comprise more than thirty local orchid societies and clubs at the present time.

Extension of training programmes to rural areas

In its attempt to educate farmers in the rural and remote areas, Kasetsart University has developed a number of training programmes in crop and animal production for farmers wherever it has sufficient facility and feasibility for increasing their production and raising their living standard in each area. In order to avoid a lengthy discussion, only three of the programmes, which exemplify some different approaches, will be discussed here.

Mushroom Cultivation and Production Training Programme

This programme was tried in 1975 through cooperation between Kasetsart University, the Department of Agricultural Extension of the Ministry of Agriculture, and the Office of the Provincial Administrative Board of the Ministry of Interior. Four representative locations, in the northern, northeastern, southern and central parts of the country, were selected as centres of this training programme. It is a campaign to promote mushroom production in the Kingdom. It has as its aim to encourage farmers and public in the areas to utilise agricultural wastes available commonly for mushroom production. It is hoped to help farmers earn extra income, raising their standard of living, and ultimately help the nation to increase its economy through the export of mushrooms.

Announcement of the course was made through radio, and T.V., and attendances were drawn on a voluntary basis. It is a ten-day training course which, according to the results concluded from evaluation sheets, showed a high degree of success. Five hundred and fifty-six persons were trained, and farmers constituted a high percentage in each class. More than 50% of the attendants showed their interest in developing mushroom production as a profession. On our latest visit we found that some farmers who received training from the course have produced even better-looking stock culture and spawn than the staff themselves. Some even get better production. They have combined their newly gained technical knowledge with their existing experience to make quite rapid progress in their work.

It should be mentioned here also that undergraduate students have participated extensively in the mushroom training programme. The Mushroom Club was organised and established in 1973, by a group of 20 to 30 students. Under the advice and guidance of staff members of the Faculties of Science, Agriculture, and the Extension and Training Centre, they began to offer practical training to farmers, and the public from areas around Bangkok since 1974.

Corn and Sorghum training programme

The National Corn and Sorghum Research Centre, established in 1966, through cooperation between Kasetsart University, the Ministry of Agriculture and the Rockefeller Foundation, has long been used as the centre of corn and sorghum research and training of scientists both within and outside the country. It is used in training extension service personnel of the Ministry of Agriculture and other government agencies. Starting in 1976, it opened its door for training to farmers directly. Recognising the many problems that farmers have faced in growing corn and sorghum, particularly the increasing problem of downy mildew disease in corn in many areas of the country, Kasetsart University has taken a further step in utilising the Centre. That is to educate directly farmers and familiarise these people with new techniques of growing corn and sorghum, the disease and insect pest problems, and the means and ways to control them.

Farmers who are potential leaders of the farmer groups in each district were selected from various provinces of each part of the country. They comprised 40-50 people attending the ten-day course at a time. The training programme has been so designed that it is orientated toward solving of common problems which farmers must face in the region, and these vary from region to region. Since each group comes from the same region, it also permits the farmers to get to know each other and some cooperative organisations among these farmers have been developed, after the course completion.

Swine Production training programme

One of the main purposes in establishing the National Swine Research and Training Centre in 1972 at Kamphaengsaen, Nakorn Pathom Province, is to educate farmers throughout the country in swine production. The Centre has been operated by Kasetsart University in cooperation with the Department of Livestock Development, Ministry of Agriculture and Cooperatives. The Rockefeller Foundation has given some assistance to this programme, enabling the University and the Department to accelerate the Centre's development. It began with the training of a teenage group selected from farm families in the surrounding areas near the Centre who had some experience in raising swine. It is a 160-hour training course which is divided into 60 hours for attending lectures and 100 hours for practical training.

Radio and T.V. Programmes

Kasetsart University at present operates four radio broadcasting stations, located in four different parts of the country. This broadcasting system pretty well covers the Kingdom. Since the establishment of the first station, agricultural education directed toward farmers in rural areas has occuped 15% of the total hours of operation. It is planned to increase this to 20% in the near future (not including education in other fields). It should be mentioned here that the majority of farmers in Thailand can now afford to own one or two regular radios or transistor sets. The Kasetsart radio stations are quite well accepted by farmers and have become the focal point for farmers to make a contact whenever they have problems. A section of questions and answers to various problems in agriculture has been added and is broadcast daily by every station.

Kasetsart University has also cooperated with a TV station to organise an agricultural education programme for farmers and the public since 1970. The regular programme is one hour per week, but in many cases special arrangements have been made, whenever a new discovery of science and technology in agriculture has been announced by the University.

INTERNATIONAL TRAINING PROGRAMMES

Agricultural Extension and Communication

This is a six-week programme organised yearly by the Extension and Training Centre (ETC) teaching staff. This programme begins on the first week of November. About twenty participants come from 10 countries of the Asian and Pacific Region. The programme is all sponsored by the Thai Government.

Rural Management

This is a three-month programme organised according to the request of the sponsor, USAID. The objective of this programme is to provide training and study tours for about 10 to 15 Bangladeshi government officials at a time. ETC and the Faculty of Social Sciences are responsible for the programme.

Seed Technology

This is a technical-practical workshop for seed technologists from the countries of the Asian and Pacific Region. The workshop is organised according to the request of the New Zealand government. ETC and the Faculty of Agriculture of Kasetsart University, in cooperation with the Department of Agriculture, Ministry of Agriculture and Cooperatives, are responsible for the workshop.

Food Processing Technology

A six-week programme, sponsored by the Malaysian government, is organised at the request of the Malaysian government. The participants, about 20 to 25 Food Sciences technologists from Malaysia, are trained and provided tours of inspection. ETC, the Faculty of Agriculture, Institute of Food Research and Development of Kasetsart University, and Ministry of Sciences and Technology, are responsible for the programme.

Landscape Gardening and Maintenance

This is a two-week programme, organised 4 times per year with about 12 participants at a time. The objective is to provide technical services concerning Horticulture for Private Sectors from Middle East Regions at different levels. ETC and the Faculty of Agriculture are responsible for the programme.

Agricultural Fair and Conference

Kasetsart University, in cooperation with the Ministry of Agriculture and Cooperatives, has organised the "Kaset Fair" (Agricultural Fair) as a means of education for farmers and the public since 1948. It is held on the University Campus once a year, mostly in the first week of February. Earlier, the Fair took five to seven days, but later on seven days has become standard. With the cooperation of the Ministry of Agriculture and Cooperatives and other government organisations, farmers gain much more knowledge and experience by visiting and participating in the fair. Some of the activities included are: exhibition of new plant and animal materials, agricultural equipment and machinery, and newly developed techniques of agriculture and its related sciences. The Agricultural Science Conference was incorporated into the Fair in 1956. It welcomes not only scientists as participants in this meeting, but also farmers as well. In every conference held during the Fair, there are always discussions on the immediate problems of agriculture. It usually attracts a large group of farmers leading to a lively and valuable discussion between farmers and scientists.

National Education Development Plan and the future role of Kasetsart University for the development of small farmers

The Fifth National Education Development Plan which is effective between 1982 and 1986 has emphasised that the role of non-formal education to benefit the community should be enlarged by all institutions of higher learning. It is also recognised that small farms will continue to constitute one of the most important components of the agricultural system of the country. The majority of farm landholdings lies between 2-5 hectares. With increasing population, it can be only expected that the size of farm land holidays will become smaller in the future. It is unavoidable, then, that farmers need more and more to improve their agricultural productivity in order to survive, and to increase their standard of living. They cannot do this without learning and adapting new techniques to operate their farms. National economic development still depends heavily on farm productivity and hence on how well small farmers have been educated. Realising the importance of this task, Kasetsart University has taken a further step in strengthening non-formal education programmes for small farmers through the establishment of a new institution, namely the Institute of Agricultural Research and Development. Under this organisation, all student training stations will be improved and developed to incorporate the task of educating and training small farmers. It is an outreach programme of the University to improve the standard of living of small farmers in rural and remote areas where stations ae located. Each station will have adaptive research programmes, with crops and animals, orientated toward those that can be produced and provide greater sources of income to the region. The stations will have all essential facilities to meet the needs of appropriate training programmes for farmers, within the regions, in various fields. Besides, the University will hopefully play a major role in educating farmers in specific areas under the National Land Reform and Forestry Villages Programmes, which have recently been launched by the Government. This will be a great task, and provides a greater role for the University in the near future.

REFERENCES

Areekul, Sutharm Educational Programs of Kasetsart University for the Development of Small Farmers. ETC, Kasetsart University, Bangkok, 1976.

Chang, Chi-Wen Extension Education for Agricultural and Rural Development. FAO, Bangkok, 1963.

Sansingkeo, Tatchai The Philosophy of Agricultural Extension. A paper presented during the Third Regional Training Course for Fisheries Extension Services in Marine Capture Fisheries, SEAFDEC, Bangkok, 1982.

PRESENT STATUS AND PROSPECTS FOR THE FUTURE OF UNIVERSITY EXTENSION MANAGEMENT IN DEVELOPING COUNTRIES

Sulaiman Hj. Mohd. Yassin

Introduction

It has become increasingly evident that universities in developing countries are accepted instruments of change charged with the mandate to produce trained manpower, the education of good citizens, and as centres for the advancement and accumulation of knowledge.

As an instrument of change, a university pursues knowledge for the service of society and this spirit is inculcated into its teaching, research and public service or outreach functions. It has also been accepted that each of these three functions should support one another, so that decisions about any one of the three aspects of university functions will strengthen the others; failure of this will compromise the university's coherence and integrity.

The purpose of this paper is to submit for discussion the present status and future prospects of university outreach management in developing countries within the context of national development. One of the basic assumptions of this paper is that the university subscribes to an outreach function that will contribute to the strengthening of university ideals. Another assumption is that in performing this function a university will be influenced by many factors, the management of which will be crucial to the successful conduct of the university outreach function.

A Concept of University Outreach

A university that conducts community outreach will have to adopt a philosophy of its own that will provide the guidelines as well as the impetus for university outreach activities. A university will naturally try to excel in as many fields as its resources will allow. At the same time, a university will also strive for national relevance in its programmes of teaching and research. Thus in order to fulfil a university commitment toward outreach, the university will have to specify a philosophy that the university is for the service of society. This philosophy will then have to be understood by all the members of the university community, who will consequently regard their involvement as being recognised by university administrators.

For many long-established universities, this philosophy has been inculcated into their systems and most have done well. Specific to young and developing universities, it can be said that involvement in outreach activities will promote more chances for early recognition and accelerate their chances of making immediate impact on the environment. In the context of a developing country, in addition to the traditional academic programmes geared to the development of high level manpower to serve the growing nation and the discovery or creation of better ways of doing things, the institution must see that its expertise as well as new knowledge is extended to the outside community. Hence we can see the necessity for the complementary roles of teaching, research and outreach.

In its broadest sense, outreach is an institutional state of mind which views the university as an instrument. When this is translated into an operational philosophy, it can be seen that university outreach asks a community of scholars to make itself as useful as possible to the whole society, or at least to the community from which the university draws its inspiration and support. Every university outreach programme should seek to identify public problems and public needs, to interpret these concerns and to focus the university's skills and resources upon them and hence to translate the university's insights into educational activities throughout the nation. In essence, the outreach mission is to bring the campus and the community into fruitful juxtaposition thereby immeasurably enriching the activities of both. A university is obliged to step out into the main currents of life, actively seeking among the people to discover and help define their problems. These problems, in turn, inspire campus research. It is, however, of profound importance that all these activities should always be within the realm of the university's expertise and be based on clear but flexible institutional guidelines developed and regularly reviewed by the university. These clear guidelines and the philosophy so adopted would thus be the bases for designing and management of a systematic mechanism within a university. The following paragraphs submit for discussion some of these essential management requirements.

The Management Requirements for University Outreach

Many organisational elements and factors influence the management mechanism that may be instituted to support a university's outreach function. These elements and factors may be internal or external to the university itself.

(i) University Outreach Goals

A clear set of outreach goals will certainly be very useful to a university so that it can allocate its resources accordingly. At the same time, it must also set its future goals for outreach. With these present and future goals clearly identified, the university can then identify the transformations it must make in order to achieve the future goals. In essence, these transformations are for management to help steer and monitor, procure and support and motivate staff to be involved in the university's outreach activities.

(ii) Staff Commitment

In order to conduct outreach activities effectively, a university really needs to maximise the effective use of faculty time and expertise. It should be noted that teaching requires a fixed schedule and staying in one place for some time. University outreach activities require travel and depend a lot on clientele demands for certain knowledge and services. Consequently, it is easier to coordinate teaching with research or research with outreach, than it is outreach and teaching. The expertise and academic talents of a university will be found in the various academic departments. What is necessary then, is to establish viable linkages with these academic departments that are efficiently coordinated to support and backstop a particular outreach activity.

Hence the need to establish the mechanics to sustain staff commitment toward outreach through collaborative projects, administrative encouragement and appropriate recognition. Only with this firm commitment of support from university administration can staff be encouraged to forge effective working relationships between and within the academic components of a university and consequently reinforce the ethos of the university with respect to its outreach function.

(iii) Financial Allocation

Assuming that a university philosophy that supports outreach is already established, a university will have to judiciously manage and allocate its financial resources for its various functions. As we are aware, the universities in the developing countries are not free of financial constraints. Being part of the university system, financial support for community extension and outreach role is contingent upon governmental allocation to the university. It is the size of the allocation that can dampen the future growth of a university and that of outreach with it.

There are several major financial items for a public service outfit. First is the initial investment on physical layout and equipment. Second is the need for staff and a sizeable operating budget. (The latter can of course be self-supporting.) However, in terms of management, this is where the firmness and foresight of the leadership will be crucial to a university's outreach function.

(iv) External Linkages

As in any other organisation, co-existing with formal structure are the other important, task-oriented structures - social relationships, functional contacts, decisional patterns, personal power and communication patterns which must be shaped to accomplish the organisational goals.

With respect to community extension and outreach, any university will have to establish linkages with the public especially if it is to perform well in its role as well as adopt an approach based on either a supply-activated function or a demand-activated function of university services. In the supply-activated approach, a university would offer services according to what it has in store and according to what it assumes clientele should have. University outreach can also be demand-activated, that is based on the query of clientele to answer the problems they face.

Linkages to be created can thus be categorised into two, either as internal linkages or as external linkages. Internally, the various disciplines can work together on a common problem faced by the country. Another way is perhaps for the various disciplines to work on parts of the problem that are most relevant to them. In linking externally, the mechanism may perhaps be through, or with, the organisations and individuals that the university associates with, such as other research or development agencies, and university alumni. Another form of external linkage has to do with the external component of a programme within the university. In this case the field staff and their counterparts in the outreach community need to be in communication with a central coordinating unit and the academic units of a university.

Future Prospects for University Outreach Management

The future of a university is likely to depend on the goals it has set for itself and the efforts it makes to achieve those goals. Crucial to this endeavour will be the university's philosophy for attaining excellence, its commitment to stay relevant and its duty to perform for national or international contributions. As is known by many, the acquisition of knowledge through the exercise of reason is only part of the whole story. Knowledge acquired must be transmitted lest it dies. Knowledge acquired and transmitted must be used or it becomes sterile and inert. Even more, the chemistry of knowledge is such that the very process of transmission, together with the discipline of application, stimulates and guides those who work at the frontiers of knowledge.

University growth in the future is also expected to be quite demanding, in the light of rising expectations for higher education. However, university growth must be cognisant of the current situations and trends. In this respect, a university that is actively involved in outreach activities is likely to be well supported because it is able to address current issues, because of the contributions it makes through research, and eventually through the impact its alumni make in the various sectors of the country.

Implications and Transformations

In the foregoing paragraphs, I have highlighted the direction and outlook for university outreach in the future. In this section, an attempt is made to synthesise those roles and expectations that management will have to consider the university can be involved with, and the kinds of transformations or changes that the university should be prepared to make in order to fulfil them.

A first group of these roles refers to the piloting of new strategies and approaches in disciplines where it has expertise and resources. Generally, there are two types of pilot projects. One is where the university conducts by itself, controlling certain treatments to assess the impact of one or several factors. Another type of pilot project may be conducted together with one or several other agencies which are all interested to see the project succeed.

A second category of outreach role can be termed as supporting training. Many government agencies may have their own training programmes. However, they may not be able to cover all aspects or all levels of their personnel. This is where the university can help fill in the gap by complementing a training programme that it can best provide.

Yet another major role is in the creation and production of support materials that have the knowledge bases in the academic disciplines of the university. Many implementing agencies do not have the necessary resources to sustain this creative activity, that has to depend on new ideas and findings.

A final major role may be called the advisory or consultancy role of the university, where university experts can offer their advice for the benefit of planning, research, implementation and other ongoing activities of various public individuals or organisations.

In order to continue performing these roles in the future, university management will have to ensure that changes occur either within or in linking with the external world.

A priority concern is for the university to convince the public of its noble intentions in conducting outreach. This university philosophy must be understood because it supports the search for both relevance and excellence in its disciplines. Pilot projects for example must be accepted as justifiable university activities which consequently require the procurement of funding. The university should, however, ensure that staff resources do not neglect primary university duties.

The university management also need to support the institutionalisation of support training, materials production and the advisory/consultancy roles. This is necessary in order that the university's resources can be best used, and external demands be coordinated and thus produce an appropriate university response. The mechanics of accomplishing this may differ from campus to campus, but the basic steps include the following. First there is the provision by the university of a substantial development and operation budget to conduct such programmes. Although these functions may be self-supporting in the long-run, the initial funding for an office and equipment can be quite substantial. Secondly, a mechanism must be established in the university to oversee as well as administer these programmes, that are subjected to periodic policy reviews and progress assessments. Thirdly, the involvement of university staff in these activities must be regarded by central leadership as worthwhile and acceptable functions of university staff. It is one thing to encourage staff to be active in one pursuit of functions, but this function must be recognised, especially in promotion and other related staff development exercises. University staff in turn can combine teaching and research since this involves staying in one place for some period of time. Similarly, outreach and research can also go well together. However, combining teaching and outreach and the combination of teaching, research and outreach remains an objective that management will continue to grapple with in the future.

Conclusion

Two general conclusions can be drawn from the above discussion. First, any university can have a role in outreach, the scope of which will depend on each university's situational factors. Second, when the role is defined, its success will depend on the management of the external and internal factors that are present in the university. The university can play its role in outreach by interpreting its contributions to society. It can make available its expertise according to a supply-activated approach or via a demand-activated approach. The university management can either encourage, facilitate or be noncommital toward the outreach function, which will largely depend on resources allocation, the importance the university lays upon the outreach function and the recognition the central leadership gives to staff involvement in outreach activities.

References

Jon Moris. Managing Induced Rural Development, International Development Institute. Bloomington, 1981.

Sulaiman M. Yassin, Saidin Teh, Ibrahim Mamat and R.L. Bruce. 'Role of the University in Extension and Rural Development'. A Paper presented at Regional Seminar on Extension and Rural Development Strategies, May 16-20, 1983, Universiti Pertanian Malaysia, Serdang.

Sulaiman M. Yassin and Alang Perang Zainuddin. 'Role of University Education in Rural Development', in Proceedings ASAIHL Seminar on Role of University in Rural Development, August 27-28, 1982, Bangkok.

Sulaiman M. Yassin, Saidin Teh and Abdul Rashid Md. Ali. 'Organizing for Community Development Technology Transfer and the Role of University', in Proceedings ASAIHL National Seminar, September 5, 1981, Universiti Sains Malaysia, Penang.